

**The implementation of the strategic management process by
the school management teams in historically disadvantaged
public secondary schools**

by

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Declaration

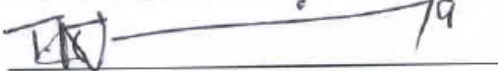
I, Tebello Joseph Nthinya, declare that the dissertation, "The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools", submitted for the qualification Master of education management and leadership at the University of the Free State is entirely my own independent work.

All the sources utilised have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.

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29 January 2021

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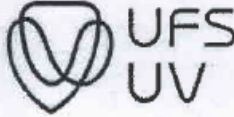
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Ethics Statement

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23-Nov-2020

Dear Mr Tebello Nthinya

Continuation/Report Approved

Research Project Title:

The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools

Ethical Clearance number:

UFS-HSD2019/0065/0406

We are pleased to inform you that the application to extend your ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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I declare that I edited the master's dissertation titled, *The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools*

During the editing process, I looked for and corrected spelling, grammar, punctuation, sentence and paragraph errors. Where I noticed inconsistencies or unclarities in the text, I made comments to draw the author's attention to the inconsistency or unclarity. I also made suggestions where changes could be made. I double-checked the references in-text and in the reference list to make sure that they are consistent throughout. Where sources or source information were missing, I indicated such to the author so that he could locate and add the missing information.

Disclaimer: The ultimate responsibility for accepting or rejecting the changes and recommendations rests with the student and I cannot be held responsible for any layout or language issues that might have emerged as a result of subsequent amendments to the text.

Yours sincerely

Johannes Pieter Odendaal

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Abstract

The problem this study sought to address was the inconsistent and inappropriate implementation of the strategic management process (SMP) by the school management teams (SMTs) in the historically disadvantaged public secondary schools in Motheo District (Free State province). This problem had a negative impact on the management of these schools, and ultimately led to the education system being unable to provide quality education to learners in these schools.

To address the above problem, I employed a mixed methods research approach by following an explanatory sequential design. This design is composed of quantitative phase and qualitative phase. In quantitative phase, I employed systematic sampling to select 130 SMT members as the participants. The questionnaire was employed to collect data from these participants; and descriptive statistical analysis was employed to analyse these data. In qualitative phase, three participants were selected from the 130 participants selected in quantitative phase. Face to face semi-structured interviews were employed to collect data; and thematic analysis was employed to analyse these data. The findings of these two phases were integrated to form the findings for this study.

The findings revealed that a majority of sampled SMT members consistently and appropriately implemented the SMP, while a minority of sampled SMT members either implemented SMP inconsistently and inappropriately or did not implement it at all. The concern of this study was the latter, who confirmed existence of the above problem in these secondary schools. It was found that these members were unable to implement the SMP in their schools as they had not been trained. This lack of training had manifested itself into confusion, and a lack of understanding and knowledge on how to implement SMP in their schools. As such, it was recommended that Department of Basic Education (DBE) ought to adopt a policy that deals directly with the implementation of the SMP. In addition, DBE ought to train all schools' SMTs. Each SMT ought to adopt an SMP model, and each school governing body (SGB) ought to allocate enough school funds to address the above problem. It is the understanding of this study that if these recommendations

are adequately and properly implemented, may contribute to the solution of the above problem.

KEYWORDS: Disadvantaged schools; implementation; school management teams; strategic management process.

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Dedication

I DEDICATE THIS DISSERTATION TO:

My only LORD, my GOD ALMIGHTY

My only SAVIOUR, JESUS CHRIST

My only HELPER, HOLY SPIRIT

My wife, Mpolokeng Nthinya

MY family, Chobi Nthinya, Twalanky Nthinya and Thabo Nthinya

My only child, Catty Megal Nthinya



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List of Abbreviations and Acronyms

DBE	DEPARTMENT OF BASIC EDUCATION
DoE	DEPARTMENT OF EDUCATION
HoD	HEAD OF DEPARTMENT
NEPA	NATIONAL EDUCATION POLICY ACT (NO. 27 OF 1996)
NPM	NEW PUBLIC MANAGEMENT
PAM	PERSONNEL ADMINISTRATIVE MEASURES
RBV	RESOURCE-BASED VIEW
RSA	REPUBLIC OF SOUTH AFRICA
SASA	SOUTH AFRICAN SCHOOLS ACT (NO. 84 OF 1996)
SBM	SCHOOL-BASED MANAGEMENT
SDP	SCHOOL DEVELOPMENT PLAN
SGB	SCHOOL GOVERNING BODY
SMP	STRATEGIC MANAGEMENT PROCESS
SIP	SCHOOL IMPROVEMENT PLAN
SMT	SCHOOL MANAGEMENT TEAM
SPSS	STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

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CHAPTER 1:

OVERVIEW OF THE STUDY

1.1 Introduction

This study seeks to address the issue of the implementation of the strategic management process (SMP) by school management teams (SMTs) in the historically disadvantaged public secondary schools in Motheo District (in the Free State province). This issue is one of the factors that contributes to the ineffective and inefficient management of schools (Louw and Venter, 2006:20). Furthermore, Marishane and Botha (2011:117) state that this type of management (ineffective and inefficient) is unable to provide quality education as an expected educational outcome in the context of South African education system. Hence, authors such as Thurlow, Bush and Coleman (2003:vii-x), Lazenby (2018:304) and Sayed, Kanjee and Nkomo (2013:46-47) argue that the change in school management towards the implementation of the strategic management process is strongly related to effective and efficient management and quality education. Therefore, it is relevant at this stage to give a brief background of the phenomenon of the strategic management process in the context of a new South African education system. Furthermore, this chapter will briefly discuss the rationale for this study, the purpose, research problem, the research questions, the research aim and objectives, literature review, the research methodology and research methods employed, integration of the phases, ethical considerations and layout of the chapters.

1.2 Background of the Study

During the years after 1994, “the education system of South Africa changed from a racial differentiation system to a geographically differentiated system” (Pretorius and Laemmer, 1998:14). This implies that the education system, which was based on racial segregation, changed to be a system divided into one national department of education and provincial departments of education. In addition, Weber (2008:x) states that after 1994, education

practice focused heavily on desegregation and expanding access. Sayed et al. (2013:xv) assert that the education change in South Africa focused on quality education since 1994. As such, the new South African education system focuses on desegregation, expanding access, and quality education. This was more than just desegregation and access (after apartheid), since it was now also in the context of what was going on internationally. The global wave of administrative reform known as New Public Management (NPM) brought about the discourse of quality, and this became the most important issue in the South African education system (Christensen and Laegreid, 2013:1). This study therefore places emphasis on quality education. In support of this, the Deputy Director-general of the Gauteng Department of Education (DoE) of 1998 declared that the government's vision is to deliver quality education "which promotes a dynamic citizenship for socio-economic growth and development in Gauteng and South Africa" (Petje, 2002:17). Therefore, quality education is regarded as a value in the South African education system and thus the ultimate outcome of the new education system (Porth, 2003:4). Sayed et al. (2013:39) agree by noting that quality education is needed and should be pursued. In short, the focus of the new education system in South Africa is to deliver, provide and sustain quality education. Contrary to this, Weber (2008:ix) states that schools struggle to deliver quality education. In the context of this study, the historically disadvantaged public secondary schools struggle to deliver, provide and sustain quality education. In this regard, Spaul (2013:3) is of the opinion that "[t]here is an on-going crisis in South African education, and the current system is failing the majority of South Africa's youths".

In light of the preceding discussion, the present education system is not able to deliver, provide and sustain quality education, especially in historically disadvantaged public secondary schools in Motheo District. In this regard, Ahmed (2000:2) suggests one of the solutions to the above "crisis" of the education system to be found in educational management, which ought to play a vital role in "managing the education institution effectively and efficiently". This implies that for the education system to deliver, provide and sustain quality education in historically disadvantaged public secondary schools, the SMTs of these schools need to manage them effectively and efficiently. According to Peter Drucker (in Louw and Venter, 2006:20), "[e]fficiency is concerned with doing things right, effectiveness is concerned with doing the right thing." In this sense, effective and

efficient management implies management that is “doing the right things and doing them right”. SMTs thus need to do the right thing in a right way in order to deliver, provide and sustain quality education.

Thurlow et al. (2003:3) go a step further by articulating that the SMT of each school needs to be effective in the delivery of education and efficient in saving the school resources in the process of delivering, providing and sustaining quality education. Therefore, the SMTs in historically disadvantaged public secondary schools ought to practice effective and efficient school management. On the other hand, Thurlow et al. (2003:3) also maintain that SMTs are neither effective in the sense of ensuring delivery of quality education, nor efficient in the sense of saving resources. SMTs first need to fix this problem of ineffective and inefficient school management before they can deliver, provide and sustain quality education. To fix this problem, Ehlers and Lazenby (2010:2) point out that “the answer lies in strategic management”. Lazenby (2018:304) concurs with this by stating, “[t]o cope with this ever changing environment and to deliver sustainable, efficient, effective and quality services, strategic management principles and strategic approach are important for managers in public institutions.” Thus, the SMTs of historically disadvantaged public secondary schools need to implement the SMP in order to steer the schools towards effective and efficient school management.

Thurlow et al. (2003:vii) seem to affirm the above statements, but go a step further when they expound that strategic management was adopted from a private sector model as a new management model that would ensure the effective and efficient management of schools. In addition, Joyce (2015) emphasises that SMP leads to better performance and better outcomes for the public. The above statement shows that the implementation of SMP is necessary and relevant in order to address the problem that exists in some public secondary schools. Hence Van Niekerk and Van Niekerk (2006:84) state that “[s]ince the introduction of the South African Schools Act, 1996 (SASA) and the shift to school self-management, strategic management has become an important issue in South African schools”. As such, SMP was adopted and enacted in South African schools. Briefly, the understanding is that the implementation of the SMP in some secondary schools will enable SMTs to manage the schools effectively and efficiently. Potentially, this will

change these secondary schools to perform better and to produce better outcomes (Joyce, 2015). By implication, the implementation of SMP has the potential to enable SMTs of public secondary schools to deliver, provide and sustain quality education. As such, this is the problem this study seeks to address.

In the following section, I give reasons for why I (as the researcher) am interested in the topic of this study. This implies the rationale behind undertaking this study.

1.3 The Rationale of the Study

I undertook this study for two reasons. Firstly, I grappled with the issue of the relevance of the vision and mission statements as an integral part of historically disadvantaged public secondary schools (Lazenby, 2018:8). In most cases, these vision and mission statements are displayed neatly and attractively in the entrances of most of these secondary schools, even though they are outdated. They are outdated, according to my experience, because most of them were developed immediately after the implementation of the South African Schools Act (no. 84 of 1996) (SASA) – around 1998. However, the social, cultural, political and economic environments of these schools are continuously changing (Knupp, 2010:7–10), thus requiring these statements to be continuously updated. Hence, I became eager to know if the SMTs understand the purpose of creating and adapting the vision and mission, and to understand why schools' vision and mission are static in a dynamic environment (Ehlers and Lazenby, 2010:136).

Secondly, most SMTs, especially in historically disadvantaged public secondary schools, spend very high percentages of school finances on Grade 12 learners, while neglecting lower grades such as Grades 9, 10 and 11 (my own experience as a teacher). Furthermore, the results of these Grade 12 learners, at the end of the year, turn out to be poor each and every year. At the same time, learners in lower grades continuously lack basic resources such as textbooks, furniture (chairs and tables), enough classroom buildings, laboratory equipment and relevant, current library books – to mention a few (Sayed et al., 2013:43). This implies that these SMTs use the school resources inefficiently and are also ineffective in managing these schools (Sayed et al., 2013:46).

As a result of this mismanagement, these schools provide poor quality education to their learners, hence the poor results and performance among most of the learners (Spaull, 2013:4). With this study, I thus attempt to gain an understanding of how to address this problem of ineffective and inefficient use of school resources.

In short, I undertook this research study to examine these two problems in historically disadvantaged public secondary schools in Motheo District: static vision and mission, and ineffective and inefficient school management. Upon further study, I realised that these two issues are related to strategy, or, as Davies (2011:2) calls it, a strategically focused school approach. The SMTs are responsible for implementing the SMP in these public schools (Ferlie and Ongaro, 2015:1). I decided to conduct research on how these secondary schools go about implementing the SMP, and also what we can learn from this process in this context. I wanted to uncover the context of why things are the way they are in the historically disadvantaged public secondary schools in Motheo District. At the end of this study, I will recommend the issues to be addressed in order to empower SMT members to implement the SMP in historically disadvantaged public secondary schools. In the next section of this chapter I will briefly discuss the purpose of the study.

1.4. The Purpose of the Study

The purpose of this study is to explore the implementation of the strategic management process by school management teams in historically disadvantaged schools in the Motheo District of the Free State province.

1.5 Research Problem

Authors such as Botha (2013:115), Ferlie and Ongaro (2015:124), Marishane and Botha (2011:21) and Sayed et al. (2013:62) agree that the SMP is an approach that came along with NPM reform. The SMP reform is implemented by the public organisation to reform its public management to be effective and efficient (Ferlie & Ongaro, 2015:8). The SMP reform can also be implemented in schools as public organisations in order to manage schools effectively and efficiently for the purpose of delivering quality education. Hence,

Van Niekerk and Van Niekerk (2006:84) state that the SMP is legally endorsed in SASA, implying that SMTs in all schools ought to implement the SMP. Now, according to authors such as Sayed et al (2013:81), Spaul (2013:3) and Weber (2008:ix), the historically disadvantaged public secondary schools are failing to implement this SMP properly. Hence, my study seeks to establish whether the above conditions are prevailing in such secondary schools in the Motheo District. This implies that this study seeks to understand how SMTs can properly implement the SMP, as this can contribute to the effectiveness and efficiency of the SMTs in these secondary schools. Again, if these historically disadvantaged public secondary schools do not properly implement the SMP, quality education will not be realised. This, in turn, causes the South African education system to fail to deliver, provide and sustain quality education to the majority of South African learners (Weber, 2008:ix). Briefly, the research problem of this study is the challenges of the SMTs to properly implement the SMP in their secondary schools in Motheo District, in the Free State province.

1.6 Research Questions

1.6.1 Primary research question

How is the strategic management process implemented by school management teams in historically disadvantaged public secondary schools in the Motheo District?

1.6.2 Secondary research question

1. Which SMT members in the historically disadvantaged public secondary schools in Motheo District formulate strategies to attain to their schools' mission and vision statements?
2. Which SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP?
3. How do these SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP?
4. How can these SMT members consistently and appropriately implement the SMP?

5. Why is it important for SMT members in historically disadvantaged public secondary schools to consistently and appropriately implement the SMP?

1.7 Aim and objectives

1.7.1 Aim of the study

Please refer to 1.4 The Purpose of the Study, which serves as the aim of the study.

1.7.2 Objectives of the study

1. To determine the SMT members in historically disadvantaged public secondary schools in Motheo District who formulate strategies to achieve the mission and vision of their schools.
2. To determine the SMT members who are implementing the SMP in the historically disadvantaged public secondary schools.
3. To find out if these SMT members in the historically disadvantaged public secondary schools implement the SMP consistently and appropriately.
4. To enable these SMT members to adopt an SMP model that will enhance the consistent implementation of the SMP; and also to recommend that these SMT members allocate enough resources that will enable the school settings to change in order to be appropriate for the implementation of the SMP.
5. To determine the importance of the consistent and appropriate implementation of the SMP by SMTs in historically disadvantaged public secondary schools in Motheo District.

In the following section, it is important for me to show which literature informs the above research problem, research questions, and aim and objectives of the current study.

1.8 Literature Review

I reviewed literature to sharpen and deepen the conceptual framework of my research (Bless, Higson-Smith and Sithole, 2013:13). To this end, I searched and studied the

current writings that addressed my research problem (Bless et al., 2013:49). In addition, Mertens (2015:89) states that “literature reviews are important as research tools” and “serve ... to explain the topic of the research ...” The literature review in this study is thus a research tool to assist in explaining and contextualising my research topic.

In conclusion, the literature review is a very important source of knowledge for any research process. I thus used the literature review to build the conceptual framework of this study. As such, the main focus is to show the conceptual framework both of the consistent implementation of the SMP and the appropriate implementation of the SMP. But first, it is important to show why strategic management may be regarded as a strategic management process.

1.8.1 Strategic management as a process

Authors such as Ehlers and Lazenby (2010:3) and Lazenby (2018:2) seem to agree that strategic management is the “art and science of formulating, implementing and evaluating strategic cross-functional decisions that enable the organization to achieve its goals and objectives” (David, 2001, in Lazenby, 2018:2). Rossouw, Le Roux and Groenewald (2005:3) seem to concur with the above definition as they regard strategic management as “all the decisions and actions arising from the formulation and implementation of strategies with the aim of achieving the organization’s objectives”. It is thus fitting to submit that strategic management deals with strategy formulation, strategy implementation and strategy evaluation.

The above definitions of strategic management show that the main focus of strategic management is strategy. To clearly understand and define strategic management, it is better to understand and define strategy. According to Hill, Jones and Schilling (2015:3), “strategy is a set of related actions that the managers take to increase their company’s performance.” In support, Kasahara (2015:2) goes a step further by defining strategy as “... to decide on a basic long term goal, and adopt the course for the action required to achieve a goal and to allocate the required resources”. These authors agree that strategy is a “set or plan of action” taken in order to achieve a goal that will increase the company’s performance. Therefore, these authors imply that strategic management is a formulation

of this set of actions, implementation of this set of actions and evaluation of this set of actions. Therefore, strategic management is a process of formulating, implementing and evaluating the sets of actions that are taken to allocate the required resources to increase performance and to achieve an organisation's long-term goals. Porth (2003:2) concurs with the above statement by claiming that "[s]trategic management is a process of formulating, implementing and evaluating cross-functional decision that enable the organisation to define and achieve its mission, and ultimately to create value". Ehlers and Lazenby (2010:2) also affirm the above statement as they point out that:

Strategic management can be defined as the process whereby all the organizational functions and resources are integrated and coordinated to implement formulated strategies which are aligned with the environment, in order to achieve the long term objectives of the organization and therefore gain competitive advantage through adding value for stakeholders.

Therefore, as indicated by the above authors, strategic management is a process. It is thus called the strategic management process (SMP), in this study, and not only strategic management (Lazenby, 2018:8). As such, the SMP as a process also has models with phases or steps to be followed when implemented (Lazenby, 2018:9).

1.8.2 The consistent implementation of the strategic management process (SMP)

According to Lazenby (2018:9), the SMP is made up of four phases, namely environmental analysis, strategy formulation, strategy implementation and strategy control and evaluation. These four phases of the SMP form what Ketchen and Short (2018:32) call the model of the SMP. Lazenby (2018:9) regards these four phases as the cornerstones of the "model of strategic management process" or SMP model (as detailed in a drawn graph in Chapter 2, figure 2.1). Furthermore, some authors (Lazenby, 2018:10; Louw and Venter, 2006:31) suggest that an SMP model must follow either a prescriptive approach, whereby the phases of this model must be logical, rational and linear; or an emergent approach, whereby the phases of this model must be interrelated, interdependent and form an integral part of the emerging strategy. Any public organisation that implements the SMP thus needs to have a model that follows either the prescriptive

or emergent approach. SMTs that implement the SMP in their schools need to follow either one of the two approaches (Lazenby, 2018:11). In this context, I regard these approaches as the first condition caused by the SMP model.

The second condition caused by an SMP model is what Hannagan (2002:4) calls the dynamic process. It needs to be noted that the first phase of the SMP model is to analyse the dynamic environment of the organisation and formulate a strategy based on this analysis (Ehlers and Lazenby, 2010:8). When the environment is dynamic, the process of analysing this environment ought to be dynamic too.

The third condition caused by the SMP model is that when an SMP model is implemented, it needs to make the SMP form “part and parcel of the way in which [the] public organization ... [is] managed” (Ferlie and Ongaro, 2015:10). This implies that if the phases of this model are followed, they enable the SMP to “be both contingent and perennial” for any public organisation that implements it (Ferlie and Ongaro, 2015:10).

At this stage of my discussion, it is proper to conclude that any public organisation, including schools, that implements the SMP needs to have an SMP model that has all three the above conditions. Again, these are: to follow either the prescriptive or emergent approach; to make the SMP a dynamic process; and to implement the SMP as both contingent and perennial processes. This implies that the use of an SMP model with the above conditions will ensure the consistent implementation of the SMP. These three conditions caused by SMP models will therefore also enhance the consistent implementation of the SMP by SMTs in historically disadvantaged public secondary schools in Motheo District. I will now briefly discuss the appropriate implementation of the SMP by SMTs.

1.8.3 The appropriate implementation of the strategic management process

According to Hansen and Ferlie (2016:8), any public organisation that implements the SMP needs to follow the resource-based view (RBV) model because “[m]ore attention has been given to RBV in public organisations than Porter’s strategic positioning model”. The RBV focuses on the development and usage of the organisation’s resources in order to gain profit, achieve competitive advantage and create strategies (Hansen and Ferlie,

2016:2–8). The RBV model dictates that the public organisation needs to have sufficient resources in order to implement the SMP. In addition, Hansen and Ferlie (2016:9) argue that sufficient resources will enable the public organisation to be a self-managing site, to have a performance-based budget and to compete in market-like conditions. In other words, the setting of the public organisation ought to change to accommodate the implementation of the SMP. Thus, the public organisation needs to use its resource to create a new setting where these three conditions are present, namely: high degree of self-management, performance-based budget and market-like conditions (Hansen and Ferlie, 2016:9). These three conditions will therefore change the setting of any public organisation to be appropriate for the implementation of the SMP. I therefore contend that before the implementation of the SMP by an SMT, the school setting as a public organisation setting ought to be appropriate by changing the school to be a self-managing school, one that has adopted a performance-based budget and competes in a market-like environment. As such, if the school settings of the historically disadvantaged public secondary schools in Motheo District adopt the above three conditions, these school settings will be appropriate for the implementation of the SMP by the SMTs. Thus, the school settings of the historically disadvantaged public secondary schools in Motheo District need to have a high degree of self-management; the allocation of financial resources by the government needs to be based on performance; and these schools need to operate in market-like conditions or environments. If all these three conditions of the school settings are achieved by these secondary schools, the SMTs of these secondary schools will appropriately implement the SMP. It is important to note, at this stage, that all the above three conditions form part of the NPM reforms. Hansen and Ferlie (2016:5) highlight, these conditions of the appropriate implementation of the SMP “are likely where there are strong NPM reforms”. Based on this statement SMTs ought to implement the NPM reforms in their secondary schools.

Taking cognisance of the above discussion, the consistent and appropriate implementation of the SMP by SMTs in historically disadvantaged public secondary schools may be regarded as one of the solutions which are very important to the problem of the ineffective and inefficient management of these secondary schools. It is also important in solving the problem of schools’ inability to deliver, provide and sustain quality

education to learners. To find detailed solutions for this study's research problem, I had to employ a certain research methodology and research methods, which will be discussed next.

1.9 Research Methodology

Creswell (2015:1) explains research methodology as a research process that originates from philosophy and concludes with interpretation and dissemination. In addition, Clark and Ivankova (2016:57) state that methodology is “[t]he process of research from formulating questions to drawing conclusions in a study”. Researchers concur that research methodology may include worldview considerations, research design, sampling, data collection and analysis, making inferences, and criteria for assessing and improving quality (Teddlie and Tashakkori, 2009:21). Therefore, in the next sections, I discuss the research paradigm, research approach, research design, sampling methods, data collection methods, data analysis methods and quality assurance methods that were employed in this study.

1.9.1 Research paradigm

Mertens (2015:6) defines paradigm as a way of looking at the world. Lincoln and Guba (in Maree, 2016:52) concur with this definition but go further to say that a paradigm represents what one thinks about the world. A paradigm implies a way of looking at the world and what one thinks about this world. In other words, a paradigm is informed by and based on the historical experience or background of the researcher.

I chose the transformative paradigm for this study. According to Mertens (2015:21), “transformative researchers consciously and explicitly position themselves side by side with less powerful in a joint effort to bring about social transformation”. Leavy (2017:13) clarifies this further by noting that in the transformative paradigm, the researcher is engaged politically and socially in the community with the purpose of using the research to transform and emancipate. Through this research study, I want to bring about social transformation by addressing a specific problem. Briefly, as a transformative researcher, I hope that this research will change the implementation of the SMP in historically

disadvantaged public secondary schools in the Motheo District of the Free State province, so that these schools may be less marginalised and disadvantaged (Creswell and Clark, 2018:37).

1.9.2 Research approach

According to Grover (2015:online), research approach implies a research plan that shows the procedures and steps that ought to be followed when undertaking research, and this plan is informed by broad philosophical assumptions. In this context, the research approach for this study is mixed methods research. Creswell (2015:2) defines mixed methods research as an approach to research in which the researcher collects both quantitative and qualitative data, integrates the two, and then interprets the results of both to understand the research problem. In this context, Clark and Ivankova (2016:4) agree with the above definition of Creswell by explaining that mixed methods research is a research process whereby the researcher integrates both quantitative and qualitative methods of data collection and analysis in order to understand the research purpose. It is possible to draw from these two definitions that mixed methods research thus refers to the use of both quantitative and qualitative research methods in a single study to answer the research questions (Mertens, 2015:293). When employing mixed methods research, numerical (quantitative) data are thus “systematically” combined or mixed with narrative (qualitative) data in order to best address or solve the research question(s) from different angles or approaches. In this sense, this choice of research approach is related to the paradigm of this study.

Mertens (2015:306) states that mixed methods research may be undertaken from the point of view of pragmatic or transformative paradigms. In this sense, I chose to employ mixed methods research because it is in line with my philosophical assumption, the transformative paradigm. It is appropriate to undertake the mixed methods research approach because I needed to know how big and wide the research problem in Motheo District is (by using quantitative data) and to understand the depth, seriousness and comprehensiveness of the research problem (by using qualitative data) (Clark and Ivankova, 2016:85).

1.9.3 Research design

Maree (2016:72) defines research design as a plan or strategy of the research process which starts with selection of the participants, follows with the data gathering methods and ends with data analysis. The research design is a plan to follow in collecting and analysing data. In this regard, I decided to use the explanatory sequential design, as named by Creswell (2015:6). According to Creswell (2015:6), the explanatory sequential design has a quantitative phase as phase one and a qualitative phase as phase two, thus starting with phase one and ending with phase two. Simply, I employed this design by undertaking the quantitative phase first (as phase one of this design), and then the qualitative phase (as phase two of this design). This was done by using the sampled participants from phase one in selecting a sub-sample of participants in phase two of the design (Briggs et al., 2012:132). I started by collecting quantitative data and analysing them to obtain results; followed by collecting qualitative data and analysing them in order to explain the results of the quantitative phase. The research population and sampling are discussed in the next section.

1.10 Research Methods

Harding (2019:288) states that research methods deal with the decisions made on how to choose the sample, and approaches to data collection and analysis to be employed in the study. The discussion below starts with the sampling methods employed in this study.

1.10.1 Sampling methods

Mertens (2015: 4) defines the research population as the group of people to whom one wants to apply one's results. Thus, the SMT members of 52 historically disadvantaged public secondary schools in Motheo District formed the population of this study. The sample had to be drawn from this research population. Mertens (2015:4) defines sample as the group of participants that you have chosen from your population from which to collect data. In this study, I used what Teddlie and Tashakkori (2009:189) and Teddlie and Yu (2007:89) call sequential mixed method sampling. In this regard, in quantitative

phase, I used systematic probability sampling (Denscombe, 2014:23). As such, out of the 52 historically disadvantaged public secondary schools in Motheo District, I systematically sampled 26 secondary schools as research sites. By implication, I sampled all SMT members of these 26 secondary schools to form the sample for this phase. Furthermore, for the qualitative phase, I used purposive sampling, thus selecting participants based on their knowledge of implementing the SMP (Mertens, 2015:335). I selected three SMT members from three different historically disadvantaged public secondary schools out of the 26 secondary schools sampled in the quantitative phase. In short, in this study, I used probability-purposive sampling (Teddle and Yu, 2008, in Creswell and Clark, 2018:183). I integrated the sampling method of the quantitative phase with that of the qualitative phase to form one sampling method for mixed methods research called sequential mixed methods sampling. This helped me to collect data from the selected SMT members of the selected schools in this study.

1.10.2 Data collection

The data collection method I used in this study is sequential data collection (Maree, 2016:35). This means that I employed the data collection methods of both the quantitative phase and the qualitative phase. It needs to be noted that in the explanatory sequential design, the quantitative phase as phase one starts the whole process of data collection (Maree, 2016:316). Therefore, I first had to collect data for the quantitative phase before I could start collecting data for the qualitative phase.

1.10.2.1 Phase one: Quantitative phase

It is important to start with this quantitative phase because its results are needed to form qualitative research questions with which to then collect and analyse the qualitative data (Creswell, 2015:38). Thereafter, the qualitative phase is used to explain the results of the quantitative phase (Creswell, 2015:6). At this stage of my discussion, it is important to clarify that in the quantitative phase, I collected numerical data from the sampled SMT members from the 26 selected schools (Maree, 2016:162). To collect these numerical data, I employed a questionnaire as tool for data collection in this phase.

According to Denscombe (2014:166), questionnaires consist of a written list of questions with which to collect data which can be used in data analysis. In addition, Briggs et al. (2012:140) emphasise that the questionnaire is a method of collecting data from a large number of participants. I needed to form a list of questions that I could distribute to all sampled SMT members. In this sense, the purpose of employing the questionnaire in this phase was to enable me to collect data from a large number of SMT members. Furthermore, the questions were close-ended questions that gather information by asking the SMT members directly about the implementation of the SMP in their schools (Denscombe, 2014:167). In addition, in designing this questionnaire, the nominal scale and ordinal scale, especially the Likert scale, were used. Additionally, great care was given to the issue of designing the questionnaire, so that the quantitative analysis could be smooth and accurate. This was also done in the qualitative phase, though in a different context.

1.10.2.2 Phase two: Qualitative phase

Phase two aimed at collecting narrative data to explain the results of the quantitative phase (Creswell, 2015:83). It is important to emphasise that I embarked on this phase based on the results of the first phase. In this phase, I used semi-structured interviews to collect data.

For this study, this meant interviewing three SMT members who were and who were not implementing the SMP (Flick, 2015:148). I respectively interviewed one principal and two deputy principals at the three schools that were selected for further analysis. The idea was to obtain comprehensive, detailed and deep responses about the implementation of the SMP in these three secondary schools. This also helped me to acquire thorough and clear information to enable me to explain the results of the quantitative phase. The data collected through these tools could be analysed.

1.10.3 Data analysis

Denscombe (2014:243) states that the purpose of data analysis is to gain a better understanding of the data. Mertens (2010:431) adds that the analysis and interpretation

of the results in mixed methods research are influenced by the research paradigm and the design of the study. This implies that the analysis of data in this study would be influenced by the transformative paradigm and the sequential explanatory design. Hence, I decided to employ sequential mixed data analysis in this study (Teddlie and Tashakkori, 2009:274). I integrated the method of quantitative data analysis with the method of qualitative data analysis to form the above method of mixed methods research data analysis. Mertens (2010:431) argues that in sequential explanatory design data analysis, the quantitative data analysis will precede the qualitative data analysis. This is done in this way so that the results that emanate from the quantitative analysis may be used to start the qualitative phase, thus to formulate questions for semi-structured interviews (Creswell, 2015:38). As such, for both these phases, I start by explaining below how I analysed data collected under each phase; then, I explain how to interpret these analysed data, how I report or present these analysed data, and eventually how I show quality assurance. As such, I followed the five steps of data analysis as described by Denscombe (2014:247). These steps are: data preparation; exploration of the data; analysis of the data; interpretation, presentation and display of the data; and quality assurance. All these steps were followed in both the quantitative and qualitative data analyses.

1.10.3.1 Phase one: Quantitative phase data analysis

According to Adams and Lawrence (2015:143), quantitative analysis aims at describing, summarising, explaining and interpreting the data collected from the participants. During this phase, I focus my analysis on “descriptive statistics” to describe and summarise the characteristics of the responses of the participants (Adams and Lawrence, 2015:143). To undertake this descriptive statistical analysis, the first step is with data preparation.

A. Data preparation

I prepared data by categorising the data collected as ordinal data and nominal data. According to Lawson, Faul and Verbist (2019:115–117), ordinal data are employed to code the ranking responses of the participants and nominal data are used to code the names or any data that cannot be ranked. I entered these data prepared into categories into a spreadsheet in order to record these data on one sheet. Thereafter, I entered these

data into an SPSS computer software programme database. This enabled me to undertake the next step.

B. Exploration of the data

The SPSS computer software programme database enabled me to explore the data entered into it, in order to identify the obvious trends and characteristics. Again, this software programme helped me to analyse the data entered into its database.

C. Analysis of the quantitative data

Mertens (2015:419) explains descriptive statistics as the statistics whose function is to describe or indicate the frequencies, percentages and modes of the data. As such, I used the following types of descriptive statistics to analyse data in order to show common characteristics of these data collected (as adopted from Adams and Lawrence, 2015:143 and Mertens, 2015:421):

- i. Measure of central tendency – employing mode only.
- ii. Frequency of the score and the percentage of the score.

D. Interpreting, presenting and displaying the analysed data

After the above step of data analysis, I used pie charts and bar charts for the presentation and displaying of the data analysed (in Chapter 4) (Denscombe, 2014:263–269). This display of the analysed data helps the reader to make interpretations through visual clues and appropriate presentations (Denscombe, 2014:264). In addition, I also explain the implication of the analysed data.

E. Quality assurance

The quality of the quantitative data depends on the validity of the data and the reliability of the methods used to collect and analyse these data (Adams and Lawrence, 2015:271). It is clear that the quality assurance and credibility of the data depend on the validity of the data and reliability of the methods used. In this context, Leary (2017:271) regards validity as the extent to which a measure is actually measuring what it ought to measure.

In this case, I assessed validity by employing face validity, thus the extent to which the instrument of measure looks valid (Maree, 2016:240).

Furthermore, it was important for me to assess the quality of the methods used to collect quantitative data, implying to check reliability. Leavy (2017:113) explains reliability as the consistency of the results. This implies that reliability has to do with the testing of the research methods used to collect data. In addition, Mertens (2015:396) concludes that “the more reliable the measurement, the better the researcher can arrive at a true estimate of the attribute that the instrument purports to measure”. The questionnaire as the instrument used to collect quantitative data thus had to be reliable to produce the same results when repeated elsewhere. Consequently, a test-retest approach, in the form of the percentage of agreement, was used to determine the reliability of the questionnaire as a tool used to collect data in this phase. This did not apply to the qualitative phase, as it has its own research elements.

1.10.3.2 Phase two: Qualitative phase data analysis

This is the second and last phase of the explanatory sequential design. Here, I explain how I prepared and explored the data; analysed the data; interpreted, presented and displayed the data; and determined quality assurance. It must be remembered that the purpose of undertaking this qualitative phase was to use it to explain the results of the quantitative phase – phase one of this study (Creswell, 2015:38).

A. Preparation and exploration of the data

To prepare the qualitative data for analysis, I first transcribed the semi-structured interviews from the audio recordings (Maree, 2016:115). Thereafter, I catalogued the text from the interviews. From this cataloguing, I formed codes, which helped me to be familiar with the database. This also helped in forming categories, and by grouping together similar categories, I was able to form themes. Lastly, the themes helped me to explore the data for any trends and themes that explain the results of the quantitative phase. In this step, I was able to analyse the qualitative data collected.

B. Analysis of the data

I analysed the data in this phase by employing thematic analysis. O’Leary (2017:384) describes thematic analysis as the form of qualitative data analysis that seeks to identify “interconnections and patterns” and then grouping and analysing patterns as themes. This implies that the participants’ responses, as the database, are grouped according to their patterns and are also analysed as themes. These patterns as themes are used in the interpretations of the findings.

C. Interpretation, presentation and displaying of the analysed data

I interpreted the findings by checking if the research questions had been answered, and whether the research problem had been confirmed or denied by the findings (Creswell and Clark, 2018:216). At this stage of my discussion, it makes sense to point out that it is not simple to scientifically report the analysed data of qualitative research, except when using the correct elements of “rhetoric” (Denscombe, 2014:295). I used written presentation and verbal presentation (rhetorical style) to report about the results of this qualitative phase. Before I could present my qualitative results, however, I needed to assess the quality of the data collected and analysed in this phase.

D. Quality assurance

Bless et al. (2013:236) regard trustworthiness as a means for quality assurance in qualitative research. In this phase, I regarded trustworthiness as a tool to be used to measure quality. According to Bless et al. (2013:236), trustworthiness assesses the quality of qualitative research on the basis of four concepts: credibility, dependability, transferability and conformability. In this study, I used all these concepts to assess the validity of the data collected and analysed, and also the findings.

Bless et al. (2013:236) state that a study with high credibility needs to follow the appropriate research process, thus to have logical research questions, a research design, data collection methods and data analysis methods. To attain to this, I employed reputable research methods and processes. In other words, I employed well-known and well-used research methods in the field of social research.

Mertens (2015:259) states that dependability assesses the quality and appropriateness of the enquiry process. Bless et al. (2013:237) seem to put this clearer in saying that “dependability demands that the researcher thoroughly describes and precisely follows a thoughtful research strategy”. I ensured that this research study followed all the necessary reputable steps of a research process, and I dealt with these steps adequately one by one. This ensures that the data collected and analysed are trustworthy, and that the results are, in fact, dependable (Bless et al., 2013:237).

Because the findings are dependable, they may be transferred “from one case to another on the basis of fittingness” (Lincoln and Guba, in Leavy, 2017:80). This is what O’ Leary (2017:385) calls transferability. The findings of this study were therefore checked for transferability. Lastly, the above discussion implies that the findings in this phase must be objective, so that the “influence of the researcher is minimized” (Mertens, 2015:272). This statement relates to the conformability of the findings. The findings of this qualitative phase were also assessed for conformability.

It must be noted here that all the methods of the qualitative phase (phase two) are also part of the methods of the quantitative phase (phase one). This means that both phases form one research design called the explanatory sequential design, which is a research design of mixed methods research. It is proper now for this study to show how and where these two phases integrate to form one study or one research process.

1.11 Integration of the Two Phases

According to Creswell and Clark (2018:289), both phases of this research process ought to be effectively linked or integrated to form one study called the mixed methods study. Creswell (2015:82) defines integration as the place in the mixed methods research process where the quantitative and qualitative phases intersect/link/are combined with each other. Furthermore, Clark and Ivankova (2016:4) go a step further to define integration as the interrelating of the quantitative and qualitative components within a study. Therefore, integration is the point where the quantitative phase is mixed/interrelated/joined with the qualitative phase to form one study. The main

integration of these two phases will occur in what Creswell (2015:83) calls “explanation of the data” (especially in the explanatory sequential design). Integration of the data occurs when the qualitative data are used to explain the result of the quantitative analysis (Creswell, 2015:83). In short, the main integration will happen where the qualitative data explain the quantitative results. This chapter will be concluded by discussing how I handled the issue of ethical considerations.

1.12 Ethical Considerations

Authors and researchers such as Blessed et al. (2013:22), Denscombe (2014:307) and Flick (2015:32) concur that research which involves data collection from or about living individuals generally requires ethical scrutiny to avoid the abuse of people’s rights. The above authors demonstrate that ethical approval is needed to prevent the research from contributing to social injustice and abuse of human rights through a research process. The researcher therefore ought to obtain approval from the relevant bodies to undertake any research process. According to my understanding, ethical considerations imply that the researcher must use every effort available to protect the different individuals/subjects involved or participating in the research process; and also to protect the data collected and analysed.

In order to address this issue of research ethics, Flick (2015:32) uses the theory developed by Murphy and Digwall (2001) to propose the principles that must be included in ethical considerations. Murphy and Digwall called this theory an ethical theory, and it is based on four principles, as outlined by Flick (2014:32). These are non-maleficence – research should avoid harming participants; beneficence – research on human subjects should produce some positive and identifiable benefit rather than simply be carried out for its own sake; autonomy or self-determination – research participants’ value and decisions should be respected; and justice – all people should be treated equally. These four principles of the ethical theory helped me to develop a code of research ethics to guide me in matters of ethical considerations.

1.12.1 Code of research ethics

I developed a code of research ethics to help and guide me on how to handle professionally the issue of ethical considerations in research (Denscombe, 2014:309). The four principles of the ethical theory formed part of this code. In addition, the Nuremberg Code and the Declaration of Helsinki were taken into great consideration when developing this code of research ethics for this study (Lawson et al., 2019:33). This code and declaration have four principles, namely to: “protect the interests of the participants”; “ensure that participation is voluntary and based on informed consent”; “avoid deception and operate with scientific integrity”; and “comply with the laws of the land” (Denscombe, 2014:309; Lawson et al., 2019:33–35). In short, I developed a code of research ethics, whereby the principles of the ethical theory, Nuremberg Code and Declaration of Helsinki were thoroughly considered and included in this code. This code of research ethics is accompanied by a written consent form.

1.12.2 Written consent form

Lawson et al. (2019:40) state that a researcher needs to provide participants with a written consent form because anyone participating in research should know what they are agreeing to do. This written consent form does two things, namely to: provide the potential participants with enough information about the research and the opportunity to make an informed decision; and “to provide the researcher with some documented evidence that the participant has agreed to take part in the research” (Denscombe, 2014:315–316). The written consent form was thus necessary as part of the ethical considerations of this study (Appendix A). Lastly, for the ethical considerations, I also considered the issue of data protection.

1.12.3 Protection of data

For this aspect, I considered and used South African laws that deal with data collection. Furthermore, I considered the University of the Free State’s policies and principles regarding data protection (Creswell, 2016:51). In this regard, I adhered to certain standards (as outlined in Denscombe, 2014:319–320). Firstly, I collected and processed

data in a fair and lawful manner. Then, I used data only for the purpose originally specified. In addition, I collected only the data that were actually needed and took care to ensure that the data were accurate. Lastly, I kept the data secure, controlled the distribution of the data and, where possible, anonymised the data.

In short, this study adhered to five considerations of ethics, namely: to apply for an ethical clearance certificate from the Ethics Board of the University of the Free State (Appendix B), to apply for access from the Free State Department of Basic Education (FSDBE) (Appendix C), especially Motheo District, and also from individual principals to use the 26 historically disadvantaged public secondary schools to undertake this research and from each SMT member participating in the research (Appendices D and E, respectively). I also develop the code of research ethics to develop a written consent form (Appendix A) and to adhere to the issue of data protection. This last issue of ethical considerations brings me to the end of this chapter. Below, I list the specific chapters and their titles as a layout of the chapters of this mixed methods research study.

1.13 Layout of the Chapters of this Study

This mixed methods study aims at enhancing the day-to-day lives and circumstances of the people, especially the SMTs of historically disadvantaged public secondary schools in Motheo District (Bless et al., 2013:xi). Specifically, this study aims at providing solutions to the problem of the inconsistent and inappropriate implementation of the SMP by SMTs in historically disadvantaged public secondary schools in Motheo District (in the Free State province). This aim, together with the background of the study, the purpose, the rationale, the research problem, the research questions, the research objectives and the research methodology, was briefly discussed in this chapter – **CHAPTER 1: OVERVIEW OF THE STUDY.**

CHAPTER 2: LITERATURE REVIEW – the focus of this chapter is on building a conceptual framework for the whole study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY – the focus is on the research paradigm, research approach, research design, the methods of data collection and the methods of data analysis.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS – the focus is on the explanation of the data collected, analysis of the quantitative data, the findings, the results of the quantitative phase and determining the results that need to be explained further. In addition, the focus is on the formulation of questions for the semi-structured interviews in the second phase, explanation of the data collected, analysis of the data, the findings and results of the qualitative phase, and interpretation and display of data.

CHAPTER 5: INTEGRATION, SUMMARY, RECOMMENDATIONS, SIGNIFICANCE OF THIS STUDY AND CONCLUSION – the focus of this last chapter is on using the results of the qualitative phase to explain the results of the quantitative phase, interpretation of all the results and display of all the results, the solution to the research problem, recommendations to the SMTs and the DBE, aspects that need to be researched further and conclusion of the whole study.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In the previous chapter an overview of the whole study was given. The chapter summarised the main and critical elements of the research process. In this chapter, I will discuss the literature review of the study. Mertens (2015:90) regards a literature review as the study of literature materials that provide a comprehensive understanding about the topic under study. In addition, Briggs et al. (2012:62) state that literature review implies “a systematic gathering of information relating to a particular topic”. This implies that in a literature review, the researcher collects information that provides a comprehensive understanding of the research topic. In this regard, the purpose of undertaking a literature review in this study was to provide a comprehensive understanding of the topic of this study. This comprehensive understanding of the topic of this study is informed by neo-liberal policies advocating decentralised and private school systems (Zajda and Gamage, 2009:xv). These school systems ought to be democratic, efficient, accountable and more responsive to the community and to the local needs (Zajda and Gamage, 2009:xv). Furthermore, these systems ought to empower teachers, parents and other stakeholders in education, while improving the effectiveness of school reform and school quality (Zajda and Gamage, 2009:xv). To align the topic of this study with all these factors, I will discuss the concepts and elements of the topic of this study by dividing this chapter into two sections. In the first section, I will discuss the school as a public organisation, public management, reform in public management, and educational management. In the second section, I will discuss the SMP, the consistent and appropriate implementation of the SMP, historically disadvantaged public secondary schools in Motheo District and the implementation of the SMP by SMTs in the historically disadvantaged public secondary schools in Motheo District. In the next section, school as public organisation will be discussed.

2.2 The School as Public Organisation

Authors such as Botha (2013:17), Thurlow et al. (2003:65) and Van der Westhuizen (2013:33) agree that a “school is a typical organisation based on the similarities of tasks, characteristics and elements that are obvious in both” (Botha, 2013:18). Therefore, in this section, I focus on the similarities of the elements that are apparent both in the school as an organisation and in other organisations.

2.2.1 The school as an organisation

Botha (2013:17) mentions that organisations are comprised of activities that are planned and coordinated. Additionally, Everard and Morris (in Botha, 2013:18) note that an organisation consists of a structure, people and culture. From the above authors, there are four elements that distinguish an organisation, namely: activities, structure, people and culture.

In the context of the above, Van der Westhuizen (2013:68) regards a school “as a unique societal relationship with its own terrain, competence, nature and tasks”. Van der Westhuizen (2013:68) further states that the school has its own unique structure where teaching and learning take place. In this sense, a school consists of people, structure, culture and activities. Hence, it is emphasised that a school is not a “business organisation, profit organisation, military organisation or utility organisation”, but a teaching organisation (Van der Westhuizen, 2013:73). A school is an organisation which provides education through teaching. All over the world, schools are public organisations that provide education as a public service (Flynn and Asquer, 2017:4).

2.2.2 The school as a public organisation

Flynn and Asquer (2017:4) mention that there are four elements that distinguish a public from a private organisation. I focus mainly on three of these four elements, due to their relevance to this study. The first element is that for an organisation to be called a public organisation, it needs to provide a public service to the people who and all people are supposed to benefit equally from this service (Flynn and Asquer, 2017:4). An example of

such public service is education, because “education is said to benefit everyone living in a society of skilled and educated” (Flynn and Asquer, 2017:4). Therefore, schools are designed by state to provide basic education (Botha, 2013:18). In this context, education as a public service is financed by citizens.

The above statement brings me to the second element that defines a public organisation. According to Flynn and Asquer (2017:4), “services are public if they are financed mainly by taxation, rather than by direct payment by individual customers.” Public service is thus financed by the state through taxation, implying that the public organisation that provides this public service is funded by the state through taxation.

This point takes this discussion to the third element. According to Flynn and Asquer (2017:5), the facilities of the public organisation are owned by the government, and even the public service providers are employed by the government. In this sense, a school is a public organisation as it is owned by government and the teachers as public service providers are employed by the government. As such, the government provides infrastructure and some school resources (Sayed et al., 2013:43; Van der Westhuizen, 2013:25).

The fourth and last element, as mentioned by Flynn and Asquer (2017:50), is that “public service have to attract people to use them”. As mentioned above, this element is irrelevant to the focus of this study and is therefore not discussed in this chapter.

In conclusion, with the school as a public organisation, the school facilities are owned by the government, and teachers as public service providers are employed by the government. In this case, I shed light that the school, like other public organisations, is managed through public management.

2.3 Public Organisation and Public Management

Flynn and Asquer (2017:5) write that people who provide public services in the public organisation are public employees. In line with this, some of these public employees are positioned to undertake management tasks or processes, known as public management (Clegg, Kornberger and Pitsis, 2011:4). Hill and Lynn (2016:xviii) define public

management as the decisions and actions of the public employees who are in managerial roles to ensure that the allocation and use of government resources are directed towards the achievement of goals. O'Toole and Meier (2011:2) concur with the latter authors and state that in public management, the managers "coordinate people and resources towards the accomplishment of collective purpose ..." In other words, public management deals with public resources, public employees, public policies and collective purpose or goal in a public organisation.

In line with the above statement, public management is also a process of managing the organisation in its endeavour to deliver a public service. By the same token, it is important to note that public organisations are different due to the public services they provide (e.g. a military organization deals with military issues, an education organization deals with education issues, a health organization deals with health issues, etc.) (Van der Westhuizen, 2013:73). In this sense, public management also differs depending on the public services provided by the public organisation (Clegg et al., 2011:10). Authors such as Botha (2013:5), Bush (2011:1), Thurlow et al. (2003:34) and Van der Westhuizen (2013:52) refer to education management as public management. As such, the changes that have taken place in public management have also taken place in educational management (Sayed et al., 2013:62). By implication, a reform in public management to reform the public organisation is also a reform in educational management to reform the school.

2.3.1 Reformation of public management and the public organisation

In this section, a discussion follows about the reforms that have taken place in public management in order to improve it. Allen (2012:492) defines reform to change something in order to improve it. In this regard, Pollitt and Bouckaert (2011:2) assert that public management reform is an intentional change done on the structures and processes of the public organisation with the purpose of managing them better. In support, authors such as Christensen and Laegreid (2013:1), Ferlie and Ongaro (2015:5) and Sayed et al. (2013:62) concur and go a step further to note that NPM is the influential public management reform that has made an impact in many countries' public organisations over the last 25 years. In addition, Hood (in Hansen and Ferlie, 2016:1) claims that New

Public Management (NPM) reforms have been influential in various countries since the 1980s. In the context of the above statements, the reform of public management and public organisations is globally known as NPM. It needs to be noted that due to the scope of this study, the discussion below will be confined to the notion that NPM is a public management reform aimed at improving public organisations, thus improving public service delivery.

At this point of my discussion, it is important to give a very brief historical background of the NPM reforms. According to Christensen and Laegreid (2013:1), the term NPM was coined by Christopher Hood in 1991. Additionally, NPM reforms were introduced in the UK by the government during Margaret Thatcher's tenure and were also introduced by the government of Ronald Reagan in the USA from 1979/80 (Christensen and Laegreid, 2013:1). Furthermore, the years around the 1980s and early 1990s were regarded as the years of a "broad ideological movement known as Neo-liberalism" (Christensen and Laegreid, 2013:17). During these years, the governments of the UK and USA became what Ferlie and Ongaro (2015:71) call "neoliberal States". According to Ferlie and Ongaro (2015:71), neoliberal state implies that a government still wants to govern but "in a broad and indirect manner". Christensen and Laegreid (2013:19) agree but with a different perception and argue that in neoliberal states, the "governments must do less, while market must do more". Thus, the emphasis of the neoliberal movement was that the governments had to empower public organisations to be autonomous so that they could operate like private organisations (Ferlie and Ongaro, 2015:72). Briefly, NPM was influenced by the neoliberal movement to a large extent.

In this context, Ferlie and Ongaro (2015:5) maintain that the NPM reforms impacted on countries such as the UK, USA, Australia and New Zealand. Nonetheless, the NPM reforms have spread widely around the world, including to South Africa (Sayed et al., 2013:62). The South African government has adopted NPM to change public management in order to improve public organisations' efforts to provide quality public services to South African society.

With the preceding discussion and argument in mind, Sayed et al. (2013:62) state that "NPM is an approach to managing the public service in a manner that applies principles

of management traditionally associated with the private sector or market economy". This implies that the NPM reforms ascribe to the principle that the public organisation and the private organisation should be similar in the sense that the managers of the public organisation should have enough discretion to act like they manage private enterprises (Christensen and Laegreid, 2013:2). Christensen and Laegreid (2013:2) mention that the main characteristic of the NPM reforms is the adoption, by public organisations, of the management and organisational forms used by private organisations. This implies that the managers of the public organisations need to focus on the results, embrace innovation and adapt to fast-changing environments (Flynn and Asquer, 2017:46). It becomes apparent that NPM is a reform approach whereby public organisations were propelled to change by adopting the management principles, forms and processes used by private organisations. In this context, the NPM reforms are adopted in public management by the public organisations in order to attain to the four goals of NPM, namely to: improve effectiveness and efficiency; enhance responsiveness to clients; reduce public expenditure; and improve managerial accountability (Christensen and Laegreid, 2013:1).

The above mentioned goals of NPM, according to Larbi (in Sayed et al., 2013:62), are the key elements of NPM that ground or inform decentralisation of management within public organisations. In this context, Marishane and Botha (2011:3) define decentralisation as a change of decision-making authority from the higher, central level to the lower, local level. This implies that NPM reform requires public management to be decentralised, where the process of making decisions is not undertaken by central government but by managers in different public organisations. Furthermore, Hansen and Ferlie (2016:2) regard this decentralisation as a shift towards "autonomized agencies", "quasi-markets", "sectorial blurring" and "public-private hybrids". This shift implies changing public organisations to be self-managing organisations, allowing public organisations to compete in market-like conditions, and changing the financial or budget setting of the public organisations to be performance-based (Hansen and Ferlie, 2016:3). Lastly, due to the above shift, the NPM reforms have caused the adoption of strategic management as a new management process of public organisations (Ferlie and Ongaro, 2015:9; Hansen and Ferlie, 2016:2). At the very same token, the NPM reforms have changed the public management of the public organisations by implementing strategic management in order to reform the

management of public organisations, to enhance these public organisations to improve in the provision of public services.

As demonstrated in the above discussion, the NPM reforms have changed public management to improve public organisations. This was done to attain the four goals of the NPM reforms, to decentralise the management structures, processes and functions and to implement strategic management. In summary, the focus of the NPM reforms is on the decentralisation of public management, the implementation of strategic management and the attainment of the above four goals of NPM reform by public organisations. Since educational management also aims at providing a public service, it is also part of public management; it has therefore also been influenced or changed by the NPM reforms, which is the next topic under discussion.

2.4 Educational Management

Education, as a public service provided by schools, “has a vital role to play in preparing children and young people to contribute to the society and the economy on the basis of their ability and regardless of their colour, race or location” (Thurlow et al., 2003:vii). This is one of the many understandings of education in South Africa. In this sense, I will discuss the concept of education in relation to management, thus educational management. Bush (2011:9) maintains that leadership and management are distinct, and that they are also “categorically different” (Connolly et al., 2017, in Bush, 2020:1). It is within this context that educational management as a focal point is discussed.

According to Bush (2020:1), educational management is a field of study and practice that is concerned with the operation of the educational organisation. In addition, Botha (2013:5) maintains that educational management is regarded as the process of working with and through individuals, groups and resources in order to achieve educational goals or outcomes. In the context of this study, educational management is carried out by SMTs which consist of the school principal, the deputy principal and HoDs (Botha, 2013:18). The SMT members have the authority to manage the school by allocating responsibilities to the whole school personnel and to allocate and distribute school resources (Botha,

2013:18). Simply, the reform of educational management, in this study, implies the reform of school management.

2.4.1 Reform of educational management

Botha (2013:102) confirms that reform in education is about change and change in education is about improvement. Earlier in this chapter, it was mentioned that the most important reform in public management within public organisations is the introduction of the NPM reforms around the 1980s (Christensen and Laegreid, 2013:1). Additionally, Bush (2020:11) states that decentralisation, in the context of a school as a public organisation, has led to the emergence of school self-management. Botha (2013:104) regards this as school-based management (SBM). According to Zajda and Gamage (2009:xviii), the concept of SBM was developed in the Australian Capital Territory, whereby in the mid-1960s, a group of citizens (of the abovementioned territory) came along with an alternative model that was different to the then bureaucratic model of school management. This alternative model was called SBM. With this brief historical event, a reform in educational management produced a shift from a bureaucratic model of school management towards SBM in schools (Zajda and Gamage, 2009:xviii).

SBM is a form of devolving of the decision-making authority from the central office of the government to the school level (Marishane and Botha, 2011:4). This is done to facilitate inclusion and active participation of the school community (Botha, 2013:100). Furthermore, SBM, as stated by UNESCO (in Botha, 2013:100), “aims at increasing responsibilities for efficient resource management and educational quality improvements at levels below the central level”. Briefly, SBM is a move towards the decentralisation of school management and is an educational reform aiming at improving educational management (Botha, 2013:102). Countries such as Britain, Canada, Australia and the USA have implemented SBM in their education systems (Botha, 2013:100). South Africa was also affected by neoliberal policies and was compelled to implement SBM in its education system. In the context of the South African education system, SBM is an educational reform that devolves authority from the state to SMTs so that these SMTs are able to make and take their own decisions of managing all the activities of the school.

In line with the above discussion, Marishane and Botha (2011:16) regard SBM as a conceptual framework of school-management reform. Hence, Botha (2013:103) maintains that decentralisation through SBM reform strategy has opened up a wide range of opportunities for school improvement. Furthermore, recent studies have shown that SBM is associated with four concepts of school reform, namely: self-managing schools, the SMP, performance-based budget and market-like environment (Ferlie and Ongaro, 2015:9; Hansen and Ferlie, 2016:1; Knupp, 2010:2). In the context of this study, the focus will be more on the above four concepts of school reform than the SBM reform strategies of NPM. Before discussing these four concepts in detail, it is important to highlight how South African schools deal with the issues of NPM and the accompanying SBM.

2.4.2 Reform of the South African school management system

In this section, a discussion of reform of the South African school management system in relation to SBM will follow. In this respect, Sayed et al. (2013:77) contend that “[r]eforms that have taken place in SA education system since 1994, in the context of reforms in the public sector, were necessary for a new democratic country ...”

2.4.2.1 School-based-management reform in the South African education system

The education system of South Africa before 1994 was based on apartheid ideology, that is segregation by race (Brown, 2006:509). After 1994, the education system was changed to a democratic system in line with the political turnover of the country. This change brought a focus on access, redress, equality and eventually quality in the educational arena (Sayed et al., 2013:10). In this sense, the new South African democratic government formulated new education policies to reform the education system. Hence, from 1994 to 2008, 7 white papers, 3 green papers, 26 bills (of which 17 are amendment bills), 35 acts (26 are amendments of the existing laws), 11 resolutions and 52 government notices were drafted and implemented (Sayed et al., 2013:7). Out of these massive changes through policies, a discussion of the National Education Policy Act (no. 27 of 1996) (NEPA), SASA and the Personnel Administrative Measures (PAM) will be conducted.

A. National Education Policy Act (no. 27 of 1996) (NEPA)

NEPA focuses on adoption of the legislation that facilitates the democratic transformation of the education system (RSA, 1996b:2). This implies that this act enables the government to adopt legislation and form policies that will reform the education system of South Africa so that this system may be in line with the democratic principles of the country (Sayed et al., 2013:6). In other words, NEPA brought about the biggest reform in educational governance by centralising all educational planning at the level of government (Sayed et al., 2013:10). By implication, NEPA gives the government the power to plan the provision of education, through legislations and policies, for the whole country. Furthermore, NEPA reforms the education system by promoting the principle of cooperative governance between the national DoE and the provincial DoEs, other government departments, local government and non-governmental organisations (RSA, 1996b:4). Thus, in accordance with this act, broad public participation is ensured in adopting the legislations and formation of the policies that reform the education system (Sayed et al., 2013:10). In short, NEPA grounds the legislations and policies aimed at reforming the South African education system. In this context, NEPA grounded SASA and the PAM (as developed from Section 4 of the Employment of Educators Act [no. 76 of 1998]).

B. South African Schools Act (no. 84 of 1996) (SASA)

In linking NEPA to SASA, Sayed et al. (2013:10) state that “[t]he centralisation of planning in NEPA was accompanied by a marked shift to decentralization at school level”. In other words, SASA was a move towards the decentralisation of power to schools (Sayed et al., 2013:10), which relates to the implementation of the SBM reform in the South African education system. Thus, the SBM reform as a strategy of decentralisation was endorsed (enacted) through SASA. This means that schools are mandated to implement SBM reforms. In support of this notion, SASA stipulates that “the governance of every public school is vested in its governing body” (RSA, 1996c:14). In this context, the DoE, through SASA, placed schools firmly on the road to a SBM system, implying that schools were increasingly directed to govern and manage themselves. In support of the above notion, SASA, as South African legislation that endorses SBM reform, sanctions the

establishment and operation of school governing bodies (SGBs), with SGBs consequently having the power to make decisions for the school (Sayed et al., 2013:11). SASA promulgates various responsibilities and functions for SGBs to govern the schools. By implication, SGB responsibilities and functions ensure that the power to govern the school is decentralised to the SGB by the South African government.

Furthermore, SASA emphasises that the professional management of a public school must be undertaken by the SMT (RSA, 1996c:14). This is a clear separation of power, with the SGB having the power to govern the school, whereas the SMT has the power to manage the school. In this sense, power is shared, according to SASA, between school management and school governance. In this regard, the decentralisation of power requires the SGB and the SMT to engage in shared decision-making activities for the best interest of the school. In short, SASA endorses the adoption of SBM reform to decentralise school governance to the SGB, and also to devolve powers of school management to the SMT. Therefore, SASA is regarded as one of the legislations that endorses the adoption and implementation of SBM reform strategy in the South African education system (Van Niekerk and Van Niekerk, 2006:84). In the next section, the PAM will be discussed to further highlight the SBM reform of school management in the South African education system.

C. Personnel Administrative Measures (PAM)

The PAM is a policy document that deals with the terms and conditions of employment of educators, and is determined in terms of Section 4 of the Employment of Educators Act (no. 76 of 1998) (RSA DoE, 2016:4). This implies that the PAM is a document that reforms the employment of all educators in different positions and levels, so that this employment is in line with SBM reform as enshrined in SASA. Simply, it deals with the new duties and responsibilities of all educators. This discussion will, however, focus on SMT members (RSA DoE, 2016:6). In this sense, the PAM reforms the duties and responsibilities of SMT members to align with the devolving of powers from the government to the SMT. In other words, SMT members have the duties and responsibilities of ensuring self-managed schools, as enforced by SBM reform (Botha, 2013:115).

According to Botha (2013:148) and the PAM (RSA DoE, 2016:6), the SMT is composed of the principal, the deputy principal(s) and the HoDs. The principal and the deputy principal are responsible for the professional management of the whole school, while each HoD is responsible for management of a particular department (RSA DoE, 2016:8–10). This implies that the SMT is responsible for ensuring and maintaining a self-managed school. This responsibility adheres to the principles of SBM reform, implying that the self-managed school is based on the SBM model (Sayed et al., 2013:115). In addition, the SMT, represented by the principal, serves as the only inherent member (and not elected member) of the SGB (RSA DoE, 2016:9). The above notion ensures the cooperation between the SMT and the SGB pertaining to the governance and management of the school. In other words, the devolving of power to ensure and maintain a self-managed school is afforded to the SMT and SGB. In this context, the PAM, as a government policy document, supports the implementation of SBM reform at school level.

At this point of my discussion, I need to draw focus on the implementation of the four reform principles of SBM reform, namely: self-managing school, the SMP, performance-based budget and market-like environment. These four principles will be discussed in detail in the next sections, as they form the main focus of this study. Although the SGB and SMT are responsible for governance and management of the school, the focus is on how the SMTs implement these four principles of SBM reform.

As discussed in the above sections, although NEPA, SASA and the PAM are legislations and policy documents mandating SBM reform in schools, many pitfalls are experienced in the implementation of this reform (Botha, 2013:103). Some of these pitfalls, as mentioned by Botha (2013:103), are the lack of institutional capacity, devolving of power increasing the workload of principals, and autocratic school principals and SGBs lacking the capacity to govern schools. Due to the scope of this study, only the first two pitfalls will be discussed briefly. The third, related to the autocratic school principal and SGBs lacking the capacity to govern schools, and others are not discussed.

The first issue, the lack of institutional capacity to implement SBM reform, implies that SMTs are “ill-prepared” to actively implement SBM reform because they lack the skills and knowledge to do so (Botha, 2013:103). The second issue is the devolution of power

increasing the workloads of school principals. This overstretches school principals' capacity to work effectively as they are overburdened by the administrative, management and governance workloads (Chapman, 2000, in Botha, 2013:104). Briefly, Botha (2013:104) states that these two pitfalls stand in the way of school improvement through SBM reform. Hence, Van der Westhuizen (2013:62) regards solutions to these pitfalls to lie in the management styles of the SMT members.

Van der Westhuizen (2013:62) argues that the SMTs in South African schools need to embrace Ubuntu as their management style. The concept of Ubuntu is based on African management philosophy (Van der Westhuizen, 2013:62). In this regard, Broodryk (in Van der Westhuizen, 2013:62) defines Ubuntu as a Zulu word meaning "humaneness, caring, sharing, respect, compassion and associated values and that ensures happiness and qualitative human life in the spirit of family". This implies that Ubuntu is African management philosophy based on the strong dimensions of people management and communalism (Van der Westhuizen, 2013:62).

Therefore, among all the Western management models, if each member of the SMT practices Ubuntu, this will lead to the successful implementation of SBM reform in the historically disadvantaged public secondary schools. These schools are continuously trapped in a vicious cycle of poverty (Sayed et al., 2013:43). In this sense, the SMT members ought to understand their school's poor environment and be prepared to participate in meaningful change to ensure the provision of education for the historically disadvantaged learners (Mertens, 2015:21).

On the very same note, Ehlers and Lazenby (2010:2) suggest the solution to the above pitfalls lie in the proper and successful implementation of the SMP in the context of SBM reform. Hence, after 1994, the new South African government opted for the strategic change management approach in order to reform the public management of all public organisations – including schools (RSA DPSA, 1995:7). This approach focuses on the "new forms of managerial leadership, the devolution of decision-making power, the democratization of internal work procedures and the incorporation of civil society bodies into the governance process (RSA DPSA, 1995:7). In this context, the concept devolution of decision-making power, according to Botha (2013:111), involves the transfer of

decision-making authority to the SGB, thus the adoption of SBM reform by schools. Therefore, by implication, the South African government regarded the implementation of the SMP in public organisations as a means to solve problems caused by the apartheid era, and also as a reform of public service delivery – including education. This is the main focus of this study – the implementation of the SMP by SMTs in the historically disadvantaged public secondary schools. As such, in the section to follow, the implementation of the SMP will be discussed in detail.

The above discussion concludes the first section of this chapter, which is the general perception of the topic of this study. In the discussion that follows, I discuss the second section of this chapter, which focuses on the particular details of the topic of this study.

2.5 The Strategic Management Process (SMP)

It needs to be noted that strategic management, self-managing school, performance-based budget and market-like environment are all reform concepts that are associated with SBM reform strategy, which is the reform strategy of the NPM reform approach. The main focus of this study is the implementation of the SMP as a reform in schools. In this sense, authors such as Harrison and John (2008:4), Hill, Jones and Schilling (2015:9) and Ketchen and Short (2018:1) prefer to use the concept strategic management to refer to this reform of SBM. In contrast, other authors such as Ehlers and Lazenby (2010:4), Lazenby (2018:1) and Louw and Venter (2006:21) prefer to use the concept SMP to refer to this reform of SBM. However, the use of one concept over another is not so important in this study, as most of the contents in these concepts are the same. Nonetheless, in this study, SMP will be used.

2.5.1 Strategic management as a process

Authors such as Ehlers and Lazenby (2010:2) and David (in Lazenby, 2018:2) concur that strategic management is the art and science of formulating, implementing and evaluating strategies which enable the organisation to achieve its goals and objectives. Rossouw et al. (2005:3) agree by explaining that strategic management is the decisions and actions arising from the formulation and implementation of strategies with the aim of

achieving the organisation's objectives. In this regard, the main focus of strategic management is the strategy (Louw and Venter, 2006:13). As such, it is important to clarify what is meant by strategy before discussing strategic management in detail.

According to Hill et al. (2015:3), strategy is a set of related actions which managers undertake to increase their companies' performance. Kasahara (2015:2) goes a step further by defining strategy as the decisions made about long-term goals, and then taking the actions and allocating the resources that will be required to achieve these goals. The above authors agree that strategy is a set of actions taken to allocate the required resources to achieve the goals that will increase the company's performance. Porth (2003:2) defines strategic management as a process of formulating, implementing and evaluating a plan of action and the decisions taken (strategy) that enable the organisation to define and achieve its mission and vision and also to create value. In support, Ehlers and Lazenby (2010:2) affirm that strategic management is a process of integrating and coordinating all the organisational functions and resources in order to implement formulated strategies which are aligned with the environment, as to attain to the objectives of the organisation. In reality, strategic management is the process of managing strategic direction, strategic formulation, strategic implementation and strategic control and evaluation.

In line with the above discussion, Lazenby (2018:8) and Louw and Venter (2006:21) use the concept SMP instead of strategic management to highlight that this is a process. Hence, in this study, the concept SMP is employed and not the concept strategic management. The SMP as a process implies the following steps: organisational direction and environmental analysis, strategy formulation, strategy implementation and strategy control and evaluation (Lazenby, 2018:8–10). In this respect, strategic management is a process, hence the concept SMP is employed in this study.

In short, the SMP is regarded as the process of taking decisions and actions, by the managers of an organisation, to analyse the external and internal environments of the organisation in order to formulate relevant strategies, implement these strategies and continuously evaluate and control these strategies (Hill et al., 2015:17; Lazenby, 2018:2). These managers ought to allocate the needed resources to undertake this SMP, which

leads to the attainment of the organisational objectives and goals to realise the vision and mission of the organisation (Flynn and Asquer, 2017:47; Hill, Jones and Schilling, 2017:15). Hence, it is required by law that public managers ought to implement the SMP in their public organisations.

2.5.2 The SMP and public organisations

It needs to be emphasised, as mentioned earlier in this chapter, that the SMP is a reform in public management which came along with NPM reform. In addition, Andrews et al. (in Hansen and Ferlie, 2016:2) state that the SMP is important for shaping the performance of public organisations. Therefore, it makes sense to stress that the SMP is very important for shaping the performance of public organisations. Furthermore, Lazenby (2018:303) argues that the SMP is an important management activity in public organisations because the management of public funds needs to be efficient, effective and appropriate. Therefore, it is important for public organisations to be managed like private organisations in order to provide public services effectively and efficiently (Lazenby, 2018:303). One can argue that public organisations have borrowed the SMP from private organisations for the purpose of utilising public funds effectively, efficiently and in an appropriate manner, as a way of improving their performance or service delivery (Knupp, 2010:2; Louw and Venter, 2006:12–13). This is a global trend, with countries having no choice as to obey the economic rationality of neoliberalism. The main critique against the implementation of the SMP in schools is that the schools have an educative function, and this process overshadows this function of schools (Flynn and Asquer, 2017:32,44; Sayed et al., 2013:61).

In relation to the above discussion, Van Niekerk and Van Niekerk (2006:84) shed light that the introduction of SASA, which addresses the shift to SBM, makes the SMP to become an important issue in South African schools. National legislation mandates schools to change and implement this reform of NPM called the SMP. In this sense, for the schools to successfully implement the SMP, according to Ferlie and Ongaro (2015:1), they ought to follow some model of strategic management. The above authors further argue that some models of strategic management are more applicable to current public organisations such as schools because of major changes which have occurred in these

public organisations (Ferlie and Ongaro, 2015:3). This implies that the SMP cannot be implemented in schools or other public organisations without using models that describe and explain how it ought to be implemented (Lazenby, 2018:304). In other words, public service managers ought to use a proper and relevant SMP model when they implement the SMP in any public organisation. Thus, the SMT of each school needs to select and adopt an SMP model if it wants to implement the SMP in its school management process.

2.5.3 SMP model

De Conning and Cloete (in Ijeoma, 2013:2) define a model as a representation of a more complex reality that has been simplified in order to describe and explain the relationship between the variables, and also to prescribe how something should happen. In this context, the SMP has various models that describe and explain how it should happen. Again, each model has phases or steps that ought to be followed when implementing the SMP. In this study, the focus will be on the model displayed and prescribed by Lazenby (2018:8–10) as this is the most relevant one for this study. See Figure 2.1 for a depiction of this model.

In the context of the above discussion, different authors mention different phases or steps of their SMP models, but as mentioned above, in this study, I have adopted the phases of the SMP model as mentioned and discussed by Lazenby (2018:8–10). According to Lazenby (2018:8–10), the SMP is made up of four phases: organisational direction and environmental analysis, strategy formulation, strategy implementation and strategy control and evaluation. It is important to note that it is not within the scope of this study to define and discuss each phase of this SMP model, but the focus is to highlight the relationship and the conditions that are caused by these phases of the SMP model (Lazenby, 2018:12). Simply, the conditions caused by the above phases are the conditions caused by following the SMP model in the implementation of the SMP by the managers of the public organisations.

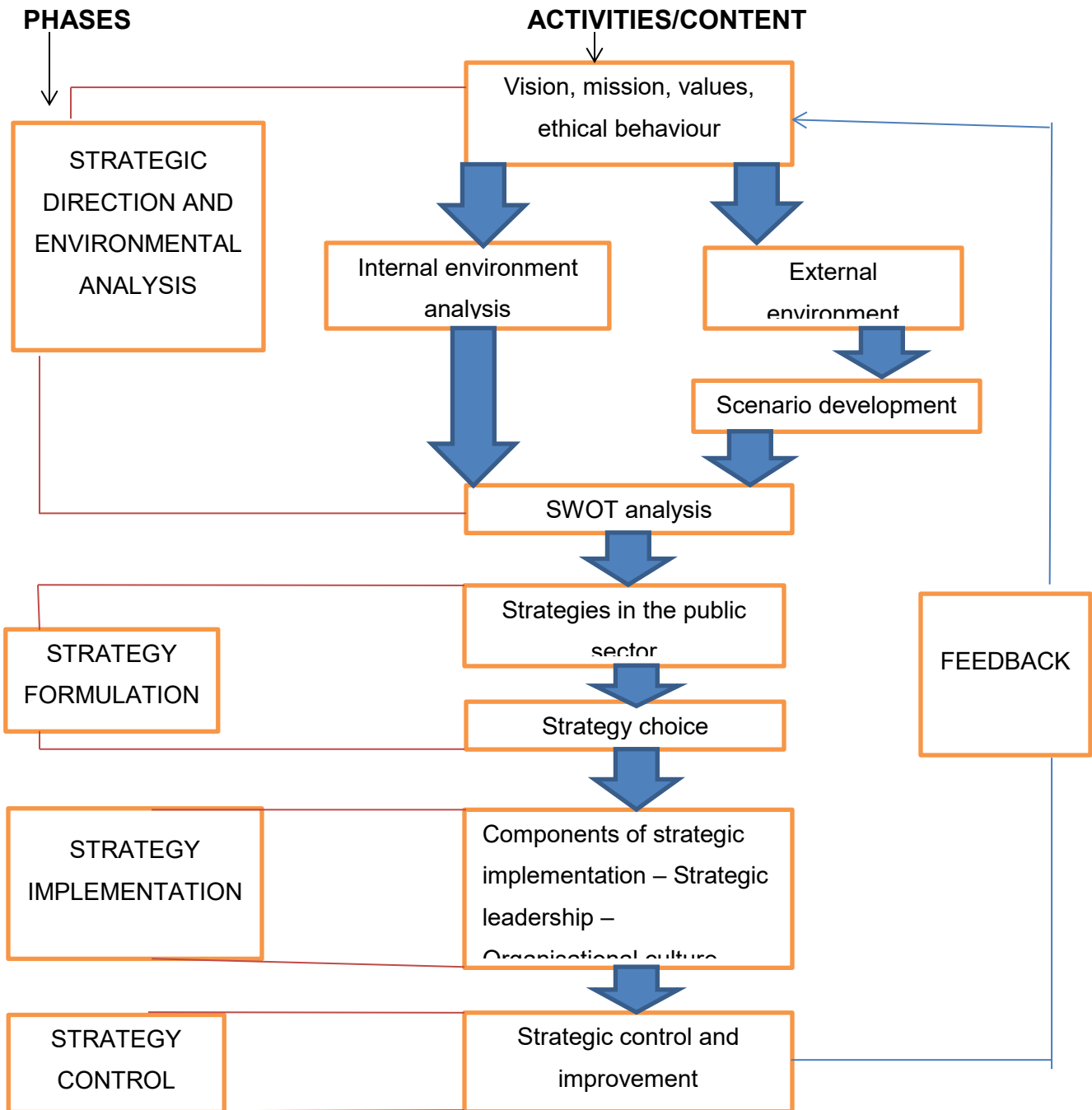


Figure 2.1: The strategic management process (SMP) model by Lazenby (2018)

Adopted from Lazenby (2018:9)

2.5.4 Conditions caused by the SMP model

Authors such as Ferlie and Ongaro (2015:9), Hannagan (2002:4) and Lazenby (2018:10–11) mention various forms of relationships and conditions caused by the SMP model. These conditions include the prescriptive or emergent approach, dynamic process, and contingent and perennial process. If the SMP model is followed properly by using its phases, this will ensure that the implementation of the SMP in public organisations adheres to the above conditions (Ferlie and Ongaro, 2015:9; Hannagan, 2002:4; Lazenby, 2018:10–11). Thus, the above three conditions caused by the SMP model will ensure that the SMP is “part and parcel of the way in which public organisations are managed” (Ferlie and Ongaro, 2015:10). By implication, the SMP model will ensure the consistent implementation of the SMP in the public organisations. The above three conditions therefore reflect the utilisation of the SMP model, which, in turn, will ensure the consistent implementation of the SMP. These three conditions will now be discussed in detail.

2.5.4.1 Prescriptive approach or emergent approach

According to Lazenby (2018:10), there are two main approaches of the SMP model that determine the cohesiveness of the four phases of the SMP, namely the prescriptive approach and the emergent approach. Louw and Venter (2006:31) suggest that the SMP may follow either the prescriptive approach or the emergent approach. However, Knupp (2010:48) states that the SMP may also follow a combination of both approaches. In this sense, these two approaches are the conditions that are caused by the utilisation of the SMP model in the implementation of the SMP. In this context, these approaches describe and explain the relationships among the four phases of the SMP, and they also prescribe how the SMP must happen or be undertaken (De Conning and Cloete, 2000, in Ijeoma, 2013:2).

The prescriptive approach is a linear and rational process, where one starts with the question “where are we now?” and then develops the strategy of “where are we going?”

(Lazenby, 2018:10). In this regard, a strategy is needed to close the gap between the current situation and the future situation (Rossouw et al., 2005:2). This implies that in the prescriptive approach, a strategy is formed as a plan to predict the future of the organisation. Furthermore, Lazenby (2018:10) states that the prescriptive approach is also known as the top-down approach to strategy. This is where the top structure of management must formulate the organisational strategies, while the bottom structure of management must implement these strategies. In addition, in this approach, the phases of the SMP model are followed sequentially as they are regarded as linear, and they are also rationally and logically arranged in the model (Lazenby, 2018:10; Louw and Venter, 2006:31). In other words, in the prescriptive approach, the relationship and the description of these phases of the SMP model are linear, rational and logical as they direct how the SMP must take place. Thus, the SMP model, under the prescriptive approach, requires managers to follow the four phases in a sequential manner, implying one phase ought to be completed before undertaking the next phase. The purpose of doing this, according to Lazenby (2018:10), is to accurately predict the future of the organisation for long-term benefits. This is in contrast with the emergent approach.

Knupp (2010:46) states that the emergent approach is an approach whereby the strategy is realised but not intended. In other words, in the emergent approach, the strategy is being tried to see what will happen, implying that the strategy is being put in a situation of trial and error (Lazenby, 2018:11). Thus, the manager tries to implement a strategy, makes mistakes, and then starts again with a new strategy until a suitable one is found. Additionally, the emergent approach is caused by what Knupp (2010:50) calls dynamic markets and the lack of environmental predictability. Furthermore, Louw and Venter (2006:31) highlight that this approach is developed from the intuition, creativity, experience and emotions of the manager/s. In this regard, the emergent approach regards the strategy to be formulated through intuition and creativity, bearing in mind the experience and the emotions of the person who formulates the strategy. As a result, in the emergent approach, the four phases of the SMP model are interrelated, interdependent and also form an integral part of the emerging strategy (Lazenby, 2018:11–12). This notion is supported by Louw and Venter (2006:18) as they suggest that the ever-changing environment affects the interrelated and interdependent strategic

activities. As such, in the emergent approach, the phases of the SMP must be interrelated with and interdependent on each other, but not linear, logical or rational. This is the approach that is emphasised and supported by Henry Mintzberg (in Lazenby, 2018:12). In short, in the emergent approach, the four phases of the SMP model are interrelated and interdependent in describing how the SMP may be implemented.

From the above discussion, it is important for public managers who need to implement the SMP to choose to follow either the prescriptive approach or the emergent approach, or even to follow both approaches (Knupp, 2010:48). In this context, the SMP model will indicate what approach is being followed by managers in the implementation of the SMP. In the context of this study, this is the first condition that is caused by the SMP model, implying that the SMP model causes the implementation of the SMP to follow the prescriptive or emergent approach or both. Simply, the SMP model will tell which approach is being followed by managers when implementing the SMP. Based on the latter statement, the approach to be followed will depend on the dynamic environment of the public organisation.

2.5.4.2 Dynamic process

Hannagan (2002:4) states that the environment of any organisation is a “dynamic one, not one that is standing still or entirely predictable”. Knupp (2010:50) adds that the fast pace of the changing environment makes this environment to lack predictability. Furthermore, Lazenby (2018:119) regards this dynamic process as referring to the rapidly changing environment. As environmental analysis is the second step of phase one of the SMP model, this model makes the SMP, as a process that relies on the external and internal environments, to be dynamic (Lazenby, 2018:111). In addition, the phases of the SMP model ensure that the implementation of the SMP in public organisations is dynamic. Thus, the last phase of the SMP model, strategic control and evaluation, needs to be continuously applied to continuously control and evaluate the suitability and success of the implementation of the strategy (Lazenby, 2018:451). This implies that the SMP model causes the SMP to be a dynamic process, depending on the environment of the organisation. As such, this is the second condition caused by the SMP model in the implementation of the SMP. Hence, literature indicates that as the environment of the

public organisation is ever changing, so is the implementation of the SMP. The purpose is to adjust, improve or change the whole strategy according to the changed environment (Lazenby, 2018:451). In this sense, the SMP as a dynamic process also becomes a contingent and perennial process in any public organisation.

2.5.4.3 Contingent and perennial process

The third condition that is caused by the SMP model is that the SMP is a contingent and perennial process in any public organisation. Ferlie and Ongaro (2015:9) argue that the SMP is a contingent process in managing the public organisation, implying that the SMP is applicable, meaningful and useful for running the public organisation. This is why Ferlie and Ongaro (2015:10) further argue that the SMP model has enhanced the applicability of the SMP for “many contemporary public sector organisations”. This implies that the SMP model causes the SMP to be a contingent process for public organisations.

Ferlie and Ongaro (2015:9) state that the SMP is also a perennial process for public organisations; thus, the SMP is an essential and permanent process of “running public services organisations”. Simply, the SMP is “part and parcel of managing public service organisations” with the purpose of improving their performance (Ferlie and Ongaro, 2015:9). In other words, the SMP model through its four phases ensures that the SMP is a perennial process, that is a continuous and permanent process of managing the public organisation. As such, the perennial process is a condition caused by the SMP model in the implementation of the SMP. Briefly, the SMP being a contingent and perennial process in any public organisation is the result of using the SMP model.

In line with the above discussion, I conclude that any public organisation, including schools, that implements the SMP needs to follow the SMP model with its four phases. The implementation of the SMP in any public organisation will thereby follow either the prescriptive or emergent approach, the SMP will be implemented as a dynamic process and the SMP will be a contingent and perennial process. The SMP model therefore ensures the consistent implementation of the SMP in public organisations.

2.5.5 The consistent implementation of the strategic management process

In the context of this study, successful implementation of the SMP implies the consistent implementation of the SMP, that is to implement the SMP continuously, regularly, constantly and in the same way all the time (Longman South African school dictionary, 2008:150). In other words, the above three conditions of the SMP model ensure the consistent implementation of the SMP. Therefore, every public organisation that implements the SMP needs to implement it consistently by adhering to the three conditions of the SMP model. Thus, for the consistent implementation of the SMP by the SMTs of the historically disadvantaged public secondary schools in Motheo District, the SMTs ought to adopt the SMP model. This will ensure that the SMP is implemented following the prescriptive or emergent approach, that it is a dynamic process and that it is a contingent and perennial process.

It is important at this stage of my discussion to note that the study does not cover only the consistent implementation of the SMP, but also the appropriate implementation of the SMP. Before the appropriate implementation of the SMP can be discussed, it is important to discuss the model that informs the appropriate implementation of the SMP.

2.5.6 The resource-based view (RBV) model

Ferlie and Ongaro (2015:12–72) mention and discuss various models of the SMP, but the most relevant one for this study is the RBV model. The founder of the RBV is Penrose (in Ferlie and Ongaro, 2015:47), who asked the basic question, “why do firms grow?” According to Penrose (in Ferlie and Ongaro, 2015:47), firms and organisations grow because of their human and other organisational resources. This implies that the firms and organisations focus on developing and exploiting their resources in order to grow through reform (Barney, 1991, in Hansen and Ferlie, 2016:2).

Hansen and Ferlie (2016:7) go a step further from the above notion by stating that the organisation’s internal resources are seen as the main sources of competitive advantage. This is supported by Lazenby (2018:115), who argues that the RBV holds that an organisation’s resources are more important for its competitive advantage. In this sense, Ehlers and Lazenby (2010:3) define competitive advantage as a power that an

organisation has over others. In other words, competitive advantage implies the advantage of the organisation to use fewer resources in order to make it better and more preferred than other organisations in the same field of business. In addition to competitive advantage, these resources, according to Lazenby (2018:115), determine how efficiently and effectively an organisation will function. At this stage of my discussion, it must be mentioned that the resources in the context of this discussion imply “the financial, physical, human and intangible assets that are used by an organization to develop and deliver products or services to its customers or clients” (Lazenby, 2018:115). Additionally, resources in this discussion imply specialised technical equipment and skilled employees (Flynn and Asquer, 2017:47).

In short, the RBV is a model that explains how the organisation with enough resources will be able to form and use strategy that will make it better and more preferred than organisations with fewer resources (Hansen and Ferlie, 2016:9). Therefore, any public organisation, according to the RBV model, needs enough resources to successfully implement the SMP as a reform of its public management (Lazenby, 2018:115). On the very same note, the theoretical argument of Hansen and Ferlie (2016:3) is that the RBV as SMP model depends on the following features of the public organisation: it must be self-managing, the budget must be based on performance and it must participate in market-like conditions. In the context of this study, the RBV requires that schools allocate enough resources to reform their settings to be self-managing, to have a performance-based budget and to participate in a market-like environment (Hansen and Ferlie, 2016:1). The latter three conditions are some of the elements of the SBM reform strategy, which is a strategy of the NPM reform approach (Hansen and Ferlie, 2016:1). Lastly, the above RBV conditions, according to Hansen and Ferlie (2016:4–5), are the three most important conditions that are required to successfully implement the SMP. In the context of this study, these three conditions of the SMP can be regarded as the conditions that are required to change the school setting to effect the successful implementation of the SMP. This implies that each school which implements the SMP needs first to ensure the application of these three conditions in its school setting. At this stage, it is better to define and explain each of these conditions.

2.5.6.1 Self-managing-school status

Hansen and Ferlie (2016:3) argue that the public organisation must have the highest degree of administrative autonomy to implement the SMP successfully. In addition, Pollitt and Bouckaert (in Hansen and Ferlie, 2016:3) state that in many countries, politicians have increased the scope of autonomy for public organisations to reach their goals. These authors imply that these public organisations were given administrative-autonomy status to attain to their goals, with very little interference from the government. Administrative autonomy implies a self-managing organisation (Bush, 2011:14). As such, this implies that to implement the SMP successfully, the school as public organisation ought to have the highest degree of self-management. It needs to be remembered that the RBV model dictates that there must be enough resources to implement the SMP (Lazenby, 2018:115). Therefore, the school must have enough resources to enhance its self-managing-school status, which, in turn, will change the school setting for the successful implementation of the SMP.

Good examples of this successful implementation of the SMP are found in upper secondary schools in Denmark, English academic health sciences centres in the UK and Danish university hospitals (Hansen and Ferlie, 2016:6–10). In addition, Bush et al. (in Bush, 2011:14) shed light that in England and Wales, “the shift towards school autonomy has been beneficial”.

In line with the above discussion, Thurlow et al. (2003:21) state that “South Africa is by no means unique in its shift in the direction of school-based system of education management, which is parallel by similar trends in several countries”. This suggests that South Africa is shifting towards self-managing schools. According to the Task Team on Education Management Development (in Thurlow et al., 2003:21), SASA mandates that schools must manage themselves through SMTs and SGBs are responsible for governing functions of schools. There was a shift from the old system of school management to a new SBM system, whereby self-managing-school reform compels schools to implement the SMP. The issue under study is whether South African schools, especially the historically disadvantaged public secondary schools in Motheo District, have the required capacity to be self-managing schools (Sayed et al., 2013:123). This issue also applies to

performance-based budget, as the second condition required to reform the school setting for successful implementation of the SMP.

2.5.6.2 Performance-based budget

Lazenby (2018:341) states that the implementation of the SMP by public organisations is all about increasing their performance. In this regard, performance in public organisations refers to the provision of public services based on “fairness, equity and equality, neutrality, openness, transparency, effectiveness, efficiency, sustainability and accountability” (Ferlie and Ongaro, 2015:170). Furthermore, Ferlie and Ongaro (2015:169) argue that public organisations address socio-economic needs, and in order to address these needs, these organisations acquire and use financial resources. In other words, public organisations need to have a financial budget to provide public services to citizens. There is a relationship between organisational performance, financial resources and public services (Knupp, 2010:2). This suggests that public organisations acquire and employ financial resources to increase their performance in delivering public services (Lazenby, 2018:387).

According to Hansen and Ferlie (2016:3), the allocation of financial resources to these public organisations ought to be based on performance. Rubin and Kelly (in Hansen and Ferlie, 2016:3) support the above statement by arguing that the performance of an organisation is based between input- and output-based budgets, where the trend with NPM is more towards output-based budgets. Ferlie and Ongaro (2015:169) concur with the above argument as they assert that a public organisation ought to transform inputs (financial resources) into outputs (performance). This means that public organisations need to have an output-based budget, thus a performance-based budget, in order to provide improved public services. This is why Hansen and Ferlie (2016:3) affirm that “performance-based budget increases the importance of strategic management because organisations’ survival to a large extent now depends on their performance”.

To be specific in relating the above to the topic of this study, and in reference to schools as public organisations, performance may imply the enrolled number of learners or school examination results (RSA DoE, 2018:48). In the context of South African schools, the

DBE needs to allocate funds to secondary schools based on their improved annual performance. This means that they either allocate funds to the schools based on the number of learners enrolled each year, or allocate funds based on the end-of-the-year improved pass rate of all the learners in each school (Mpungose and Ngwenya, 2018:1; Sayed et al., 2013:43). As such, this will promote competition (or create competitive advantage) among the secondary schools in order to perform better as a way of attracting more learners or to strive for improved school results for enough funds to be allocated to them (Lazenby, 2018:331). The idea of competition or competitive advantage of the public organisations is aligned with the SMP (Ferlie and Ongaro, 2015:10; Hill et al., 2017:7). In short, for these schools to achieve the improved school examination results, and also to increase the number of enrolled learners for their survival, the DBE has adopted a new approach of performance-based allocation of funds to schools (Knupp, 2010:2). Thus, performance-based budget is the condition required to change the financial setting of the organisation to successfully implement the SMP. Lastly, market-like conditions are the third condition needed to change the school setting, as will be discussed in the next section.

2.5.6.3 Market-like conditions

The above two conditions of the SMP determine whether organisations will be “strong quasi-markets”, that is operate in market-like conditions (Hansen and Ferlie, 2016:4). In support of this notion, Flynn and Asquer (2017:49) contend that “market-based forms of governance” are built on the contractual implementation of the policies whereby public organisations are forced to deliver public services. Hence, Hansen and Ferlie (2016:4) argue that these public organisations, as autonomous bodies, become more “like hybrids and operate in more market-like conditions”, because they are forced to deliver better public services than others. In this context, the term “hybrid” implies that these public organisations operate as half private organisations while remaining public organisations that provide public services (Hansen and Ferlie, 2016:4). This implies that they operate in market-like conditions as with the private organisations, while at the same time, they remain public organisations that provide public services. Additionally, customers must buy the final product or service, and this final product or service is used to “pursue

customers to make the purchases” (Ehlers and Lazenby, 2010:123). In short, a market-like condition is a condition whereby public organisations compete between themselves by providing the best and improved public services which satisfy the needs of the people. This implies that the public organisation which provides the best and improved public service will be preferred by the people, rather than the one that fails to do so. Also, this public organisation will have a competitive advantage against other similar public organisations.

In cognisance of the above discussion, the contention is that schools as public organisations are required to operate in a competition-like environment, whereby they must compete to enrol a high number of learners. Botha (2013:111) summarises this idea of schools operating in conditions that are market-like, when pointing out that “states give the school decision making autonomy over the use of resources (curriculum, finances and personnel) and empower parents as customers of education by issuing them with vouchers to purchase education for their children”. This implies that each school’s performance will be able to attract parents to enrol their children in that school, thereby increasing the number of enrolled learners for its survival. Furthermore, this competition-like environment may force some schools to lose learners (as these learners leave to enrol in better performing schools), and ultimately these schools are forced to stop operating as schools, as they have very few or no learners enrolled (Sayed et al., 2013:41). In support of this statement, Hansen and Ferlie (2016:4) state that “high competition, a failing public organization may experience market failure and even be forced to close”. As such, “market-like conditions threaten the survival of the organisations and increases the need for strategy” (Hansen and Ferlie, 2016:5). This implies that if these schools are operating in market-like conditions or environments, that is through competition to have more learners enrolled in their schools, then these schools are forced to implement strategies that will enhance their survival (Porth, 2003:3). These strategies ought to be strategies that will help these schools to improve their examination results (performance) in order to attract more learners to enrol (Lazenby, 2018:341). By implication, the implementation of the SMP is mostly needed to support the survival of these schools. Therefore, market-like conditions are a condition required for the change of the school setting for successful implementation of the SMP. Bush (2011:14) mentions

that schools and colleges in England and Wales, as examples, are operating in market-like conditions. The issue in this study is how feasible it is for South African schools, especially the historically disadvantaged public secondary schools in Motheo District, to operate in market-like conditions that will enable them to successfully implement the SMP.

At this stage of my discussion, it needs to be remembered that market-like conditions are one of the conditions, together with self-management and performance-based budget, of applying the RBV as an SMP model. Thus, each SMT ought to use enough resources in order to change its school setting for successful implementation of the SMP. In other words, the above three discussed conditions are needed to change any school setting so that this setting becomes appropriate for the implementation of the SMP.

2.5.7 The appropriate implementation of the strategic management process

In concluding the above discussion, the above three discussed conditions that are informed by the RBV as a model of the SMP, according to the authors cited in the above section, are the conditions that are required to change the settings of public organisations for the successful implementation of the SMP by managers in these public organisations. In other words, public managers who intend to implement the SMP must first change the settings of their public organisations by having a high degree of self-management, having a performance-based budget and competing in market-like conditions. In the context of this study, this implies that the SMT must change the school settings for the school to be a self-managing school, have a performance-based budget and compete in market-like conditions in order to implement the SMP successfully. Therefore, if a school setting has the above conditions as part of their setting, then this school setting will be appropriate for the implementation of the SMP. According to Allen (2012:29), the word appropriate as an adjective means “suitable or relevant”. As such, if the school setting has the above conditions as the school culture, then this school setting will be suitable or relevant for the appropriate implementation of the SMP. This is, however, not always the case in some historically disadvantaged public secondary schools in Motheo District, as discussed in the next section.

2.6 Motheo District in the Free State Province

Motheo District is one of the five districts of the Free State province and is found in the southwest of the province (RSA DoE, 2018:61). This is the name used for both district municipality and education district (RSA DoE, 2018:13). In this study, I will refer to Motheo District as a district of the DBE. Some of the towns that form this district are the City of Bloemfontein, Botshabelo, Dewetsdorp, Hobhouse, Soutpan, Thaba- Nchu, Tweespruit, Wepener and Vanstandensrus (RSA DoE, 2018:14). The head office of this district is in the City of Bloemfontein. In this regard, all the schools that are found in these towns (including other towns that are not mentioned in this study), are the schools that form this Motheo District (RSA DoE, 2018:61). In addition to this, this district has six types of schools, namely: public primary schools, public intermediate schools, public combined schools, public secondary schools, public special schools and independent schools (RSA DoE, 2018:66–67). The main focus of this study is on the public secondary schools. According to the RSA DoE (2018:66–67), there are 71 public secondary schools in this district.

2.6.1 Classification of public secondary schools

The 71 public secondary schools in Motheo District are found in the City of Bloemfontein and the various towns in this district (RSA DoE, 2018:4). The City of Bloemfontein and the towns in this district have different socio-economic conditions (RSA DoE, 1998:51). As such, these 71 secondary schools are in different socio-economic environments (Sayed et al., 2013:41). However, the City of Bloemfontein has better socio-economic conditions than some of the other towns; and the secondary schools in this city, especially those that are in so-called “White schools”, are in a better socio-economic environment (Sayed et al., 2013:42). On the very same note, most towns in this district are in poor socio-economic conditions and the secondary schools in these towns are in poor socio-economic environments (Sayed et al., 2013:42).

In the above context, RSA DoE (1998:51) has used “the resources available and the level of wealth” to classify schools into quintiles and this type of classification has been transferred to provincial departments of education. Hence Sayed et al. (2013:9) state that

the provision for funding to schools is done by means of quintiles. In other words, the DBE has put in place a policy that categorises schools into quintiles in order to redress the noticeable inequalities of the apartheid system (RSA DoE, 1998:45). Thus, each school was given a quintile number based on the resources available and the level of wealth the school has within its school community (RSA DoE, 1998:51). In this regard, the government's subsidies to schools are allocated on the basis of the quintile number into which a school has been classified (Sayed et al., 2013:43). In this context, Sayed et al. (2013:43) argue that this differentiated financing model favours those who need to get more funds so that a "greater degree of equity may be achieved across the education system".

Secondary schools are classified from quintile 1 to quintile 5 by the DBE (RSA DoE, 1998:52). In this system, secondary schools classified as quintiles 1 and 2 are regarded as poor schools and are allocated the highest subsidies; secondary schools classified as quintiles 3 and 4 are regarded as better schools and are allocated high subsidies; and schools classified as quintile 5 are regarded as rich schools and are allocated the lowest subsidies (RSA DoE, 1998:52). In the context of this study, the policy on National Norms and Standards for School Funding (RSA DoE, 1998:51–52) classified secondary schools in quintiles 1 to 4 as poor schools as they were historically disadvantaged; and Sayed et al. (2013:123) call these secondary schools previously disadvantaged schools. This is the why, in this study, they are called historically disadvantaged public secondary schools.

2.6.2 Historically disadvantaged public secondary schools

Earlier in this discussion, I mentioned that there are 71 public secondary schools in Motheo District. Of these 71, 18 are classified as quintile 5 public secondary schools, that is wealthy schools; and 53 are classified as public secondary school in quintiles 1 to 4, thus poor to better schools (RSA DoE, 2018:4). As such, these 53 public secondary schools in this study are regarded as historically disadvantaged public secondary schools. It is important to note that these secondary schools were historically disadvantaged economically, politically and socially by the unjust and racist apartheid laws of 1910 to 1990 (Fleisch and Christie, 2004:96-97). As a result of these features of apartheid laws, the communities around these schools were completely deprived of basic facilities and

had to live in appalling poor conditions (Nkomo, 1990, in Sayed et al., 2013:43). Conditions at the school include “lack of textbooks and school infrastructure, such as classrooms, toilets and electricity; buildings in a state of disrepair and no access to libraries or laboratories” (Sayed et al., 2013:43). These schools were deprived most of resources and they were left to be poor schools in poor communities (Sayed et al., 2013:43). It is due of their historical background that these public secondary schools were disadvantaged and are therefore called historically disadvantaged public secondary schools in this study.

In light of the above discussion, Brown (2006:509) articulates that even though South Africa has made progress from apartheid to democracy, there is no “equity in the sense of equal treatment of persons of all races” and no “equitable educational opportunities and adequacy”. This implies that the abovementioned “appalling and deprived conditions” have not yet changed even in this era of new South African democratic government. Hence, Spaul (2013:3) concludes that “there is an on-going crisis in South African education, and that the current system is failing the majority of South Africa’s youth”. Therefore, it is not easy for the historically disadvantaged public secondary schools to implement the SBM reform because of these “appalling and deprived conditions” that cause an “on-going crisis”. It was mentioned earlier in this discussion that schools require enough school resources, as prescribed by the RBV model, to implement the SMP successfully (Flynn and Asquer, 2017:47; Sayed et al., 2013:42).

2.7 Conclusion

In this chapter, I used a literature review to discuss and clarify the context of my research title in this research study. In doing this, I started this chapter by showing how literature regards the school as a public organisation which provides a public service known as education. As the school is a public organisation, literature also shows that public management is also practiced in it like in any other public organisation. In this sense, the literature confirms that the reforms that came along with NPM to reform public management were also the reform of educational management. Furthermore, the literature illustrates that the SBM reform is the decentralisation of educational governance

and management in schools. The literature also sheds light that the SBM reforms have changed school management for schools. Schools must now be self-managing schools, have a budget based on performance, and have an environment that allows market-like competition among the schools. In line with this reform, literature shows that the SBM reform requires the SMTs to implement the SMP in their school management. In this context, implementation of the SMP requires the educational management to follow the Ubuntu school-management model, where this model depends on the situation and circumstances of the school environment. The literature, as discussed in this chapter, reflects that SMTs ought to be consistent and appropriate in the implementation of the SMP. In line with this, this chapter indicated that the consistent and appropriate implementation of the SMP will improve, enhance and sustain effective and efficient school management, and this type of management will be able to provide quality education to the learners. In the next chapter, the methods of data gathering and the methods of data analysis will be discussed.

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CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter (Chapter 2), I used a literature review to contextualise and put in perspective the research title of this research study. In this chapter, I clarify the research methodology and the research design that I employed in this research study. In this regard, the research paradigm, research approach, research design and research population are discussed. (Maree, 2016:51). Furthermore, the sampling method, data collection methods and data analysis methods are discussed (Creswell, 2015:2). The chapter ends off by showing how the quantitative and qualitative phases were integrated.

3.2 Research Methodology

According to Clark and Ivankova (2016:57), research methodology is the research process that starts with the formulation of the research questions and ends with the conclusion/s of the research study. In addition, Creswell (2015:1) explains research methodology as the research process that originates from philosophical assumptions and ends with the interpretation and presentation of the results. In the context of this study, research methodology is the research process that starts with the philosophical assumptions of the researcher, continues to include the research approach, the research design and the research methods, and ends with the presentation of the results of the research study. In line with the above submission, the purpose of employing a research methodology in this study was to follow a reputable research process as described by authors such as Harding (2019:14–15), Leavy (2017:11), Maree (2016:51) and Mertens (2015:38). This helped me to follow all the important aspects of the research process in undertaking this research study. Below, I define and explain the first of these important aspects of the research process, namely the research paradigm.

3.2.1 Research paradigm

Mertens (2015:8) defines paradigm as philosophical assumptions that guide thinking and actions, implying a way of looking at the world. Leavy (2017:11) concurs with Mertens but goes a step further by stating that paradigm is a set of assumptions which guides the research process. A paradigm is the philosophical assumptions or beliefs that direct one's point of view of the world, which, in turn, guides one's thinking and actions of undertaking the research process. The philosophical assumption or belief of worldview that I chose for this study is the transformative paradigm.

Leavy (2017:13) mentions that in the transformative paradigm the researcher is engaged socially in the community with the power to transform and emancipate the community. Creswell and Clark (2018:37) go a step further by explaining that the "transformative researcher works for the social world to be changed for the better so that individuals will feel less marginalised". In addition, the transformative paradigm, as a belief that directs my viewpoint of the world, helped me to be engaged socially in the marginalised community with the intention of changing the social world for the better. In short, the purpose of employing the transformative paradigm in this study was to enable me to use this research study to bring about and advance social and educational transformation in historically disadvantaged public secondary schools. With the preceding discussion in mind, the next discussion is about the research approach.

3.2.2 Research approach

Grover (2015:online) states that the "[r]esearch approach is the plan and the procedure of research that span the steps from broad assumption to detailed methods of data collection, analysis and interpretation". In this context, through my research approach in this study, I could follow reputable and proper procedures and steps for collecting data, analysing data and interpreting the results. To do this, I decided to use the mixed methods research approach as the research approach for this study. The use of mixed methods research is in line with the transformative paradigm, because this paradigm allows the use of both quantitative and qualitative methods to address the research problem, in this case the marginalised community (Mertens, 2015:33). Briefly, the employment of mixed

methods research in this study was informed by and modelled on the transformative paradigm in order to understand the nature of the implementation of the SMP by SMTs in the historically disadvantaged secondary schools in Motheo District.

In line with the above discussion, Creswell (2015:2) defines mixed methods research as an approach where the researcher collects both quantitative and qualitative data, analyses these data and integrates the two. Johnson et al. (in Bazeley, 2018:6) concur with Creswell (2015) but adds the purpose of mixed methods research, that it is research in which a researcher “combines elements of qualitative and quantitative research approaches for the purpose of breadth and depth of understanding and corroboration”. Therefore, I employed mixed methods research in this study in order to investigate the breadth and depth of the research problem. As such, my intention of employing mixed methods research in this study was to use the strength of each approach to best address the research problem and research questions from different angles (Clark and Ivankova, 2016:5). To attain to the above intention, I employed a research design that enhances the mixed methods research approach.

3.2.3 Research design

Research design, according to Maree (2016:72), is a plan that originates from the philosophical assumption and is informed by the research approach, moving to the selection of participants, the data gathering methods to be used and the data analysis to be done. This definition is in line with Harding’s (2019:34) explanation of research design as the representative of a plan for the research methods to be used. In respect with the above, I employed a research design as the research plan of this study that gives direction to the method to be used in selecting participants, the method to be used in data collection and the method to be used in data analysis. The research design I chose is informed by the transformative paradigm and the mixed methods research approach, and that research design is the explanatory sequential design.

The explanatory sequential design is a research design which first uses a quantitative approach, followed by a qualitative approach to help explain the quantitative results in more depth (Creswell, 2015:6). In support of the above definition, Creswell and Clark

(2018:77) state that with the explanatory sequential design, the researcher begins by conducting the quantitative phase, determines the quantitative results that need to be explained by the qualitative phase, and then follows up by conducting the qualitative phase. The explanatory sequential design is divided into two phases, namely: the qualitative phase as phase one and the quantitative phase as phase two. Therefore, I employed the explanatory sequential design by firstly collecting and analysing quantitative data in phase one; thereafter, I collected and analysed qualitative data as phase two of this study. Lastly, I integrated the results from both phases to form one research study called mixed methods research. It should be noted that my purpose of employing this research design was to use the qualitative phase (narrative data) to explain the results of the quantitative phase (numerical data) in more depth, more detail and in a language easily understood by many readers (Creswell and Clark, 2018:81). Furthermore, I undertook these two phases of the explanatory sequential design by using the same research population, SMTs of historically disadvantaged public secondary schools in Motheo District.

3.2.4 Research population

Flick (2015:100) defines research population as the total number of all the individuals who are going to be affected by the research study. In turn, Leavy (2017:76) defines research population as the group of people from which one may draw a sample. As such, the research population of this study was the total number of all members of the SMTs in the historically disadvantaged public secondary schools in Motheo District.

In the context of the above discussion, at the time of study, Motheo District had 71 public secondary schools, and 53 of these secondary schools were classified as quintiles 1 to 4 secondary schools. These 53 secondary schools can be regarded, in this study, as historically disadvantaged public secondary schools. Now, 1 of these 53 secondary schools had just been turned into a secondary school in 2017 (RSA DoE, 2018:61). As such, this secondary school fell outside the research sites of this study, and it was not included in this study. In this regard, 52 secondary schools were regarded as the research sites of this study from which the population of this study was drawn. The number of SMT members of these 52 secondary schools was 312. This implies that the total number of

the research population of this study was 312 SMT members of the 52 historically disadvantaged public secondary schools in Motheo District. Of these 312, 52 were principals, 52 were deputy principals and 208 were HoDs (see Table 3.1 below for clarity).

Table 3.1: Number of secondary schools and the number of SMT members as the population of the whole study

Total number of secondary schools	Total number of principals	Total number of deputy principals	Total number of HoDs	Total number of all SMT members as research population
52	1 x 52 = 52 17%	1 X 52 = 52 17%	4 x 52 = 208 66%	312

Adopted from RSA DoE (2018)

3.3 Research Methods

The research methods employed in this study were sequential mixed methods sampling (Creswell and Clark, 2018:183), sequential data collection (Maree, 2016:35) and sequential mixed data analysis (Teddlie and Tashakkori, 2009:274).

3.3.1 Sampling methods

The concept sampling implies the method employed to select a given number of subjects from a research population (Mertens, 2015:319). Mertens and Wilson (in Mertens, 2015:318) support this explanation by positing that sampling is a process of choosing the subjects that will provide data. I employed a sampling method to select the number of participants who would provide data for this research study. The sampling method I employed was sequential mixed methods sampling (Creswell and Clark, 2018:183). Through this method, I integrated probability sampling, which is “primarily used in quantitatively orientated studies”, with non-probability sampling (or purposive sampling), which is “primarily used in qualitative studies” (Leavy, 2017:78–81; Maree, 2016:192–197; O’Leary, 2017:209–211). I employed one of the four types of probability sampling

called systematic sampling in the quantitative phase and purposive sampling in the qualitative phase.

3.3.1.1 Phase one: Quantitative phase sampling method

This is phase one of the explanatory sequential design. In this section, I discuss my employment of the sampling method, data collection methods, data analysis methods, quality assessment methods and methods of interpreting results related to the quantitative phase.

I mentioned earlier in this chapter that, in this phase, I used systematic sampling, which is a type of probability sampling. Denscombe (2014:23) explains probability sampling as sampling that relies on the random selection of subjects from the research population. Leavy (2017:78) concurs with this definition but goes a step further by mentioning that in probability sampling, every subject in the population has an equal chance of being selected. Therefore, in this study, I used probability sampling to randomly select research participants from the research population. In this regard, I decided to use a method of probability sampling known as systematic sampling.

According to Maree (2016:195), the systematic sample is drawn by “systematically moving through the sample frame and selecting every kth element”. Mertens (2015:328) concurs with Maree (2016) by stating that in systematic sampling, the researcher takes every nth name on the population list. In this study, I used the nth and not the kth element to represent the number I used to systematically select the schools that were to be the research sites. In line with the above discussion, the purpose of employing systematic sampling in this study was to provide each and every member of the research population the same or equal opportunity of being selected to participate in the research.

Mertens (2015:328) further clarifies the procedure to be followed when employing systematic sampling. The procedure involves estimating the needed sample size and dividing the total number of the population with this estimated sample size. To employ this procedure in this study, I applied it on the 52 historically disadvantaged public secondary schools as the population. I estimated my sample size to be 26 (half) of these 52 secondary schools. Thereafter, I divided the 52 secondary schools by 26, and this

gave me 2. In other words, my nth number for the systematic sampling was 2. This means that I systematically sampled every second school from the list of 52 historically disadvantaged public secondary schools. By the same token, I also used the Yamane formula to calculate my sample size (Igumbor, 2009). This formula also gave me 2 as the nth number of the systematic sampling.

In order to determine my sample size with the Yamane formula, I used the following formula (adopted from Igumbor, 2009:Online):

Simple size = population size/1 + population size(acceptable sampling error)².

Thus: $n = N/1 + N(e)^2$ (with 95% confidence level and sampling of error is $\pm 5\%$).

As such, $n = 312/1 + 312 \times 0.0025$, then $n = 312/1.78$; therefore, $n = 175$.

This implies that my acceptable sample size was 175 participants out of a population of 312.

To determine the nth number for systematic sampling, I used the following formula:

$312/175 = 1.78$, rounded off to 2.

Ultimately, the nth number for systematic sampling with the Yamane formula was also 2. The result of this formula concurs with the result of the procedure done above. Thus, the nth number for systematic sampling for this phase was 2.

After I had followed the above procedure and applied the formula, I arranged alphabetically (A to ZZ) all the names of the 52 historically disadvantaged public secondary schools in Motheo District. I then allocated numbers to all these 52 secondary schools. This implies that for the name of the secondary school that started with the symbol A, I allocated number 001, and for symbol B, number 002, etc. until school number 52 had received its number (052). In order to employ systematic sampling with the 52 secondary schools, I started by firstly randomly selecting the first secondary school, with name A or number 001, to be the first school to be selected. Thereafter, I selected every odd-numbered secondary school (1, 3, 5, 7 ... 51) to be part of the sample, whereas every even-numbered school (2, 4, 6, 8, 10 ... 52) was not selected as part of the sample. See Table 3.2 below for clarity.

Table 3.2: Systematic sampling for the quantitative phase

Allocated letter as allocated to each secondary school	Allocated number to every secondary school	Systematic sampling of the secondary schools	Specific reason for selecting or not selecting this secondary school in the systematic sampling
A	001	X*	Random sampling (first one selected)
B	002	0*	1* (not selected – even number)
C	003	X	2* (selected – odd number)
D	004	0	1 (not selected – even number)
E	005	X	2 (selected – odd number)
F	006	0	1 (not selected – even number)
G	007	X	2 (selected – odd number)
H	008	0	1 (not selected – even number)
I	009	X	2 (selected – odd number)
J	010	0	1 (not selected – even number)
K	011	X	2 (selected – odd number)
L	012	0	1 (not selected – even number)
M	013	X	2 (selected – odd number)
N	014	0	1 (not selected – even number)
O	015	X	2 (selected – odd number)
P	016	0	1 (not selected – even number)
Q	017	X	2 (selected – odd number)
R	018	0	1 (not selected – even number)
S	019	X	2 (selected – odd number)
T	020	0	1 (not selected – even number)
U	021	X	2 (selected – odd number)
V	022	0	1 (not selected – even number)
W	023	X	2 (selected – odd number)
X	024	0	1 (not selected – even number)
Y	025	X	2 (selected – odd number)
Z	026	0	1 (not selected – even number)
AA	027	X	2 (selected – odd number)
BB	028	0	1 (not selected – even number)
CC	029	X	2 (selected – odd number)
DD	030	0	1 (not selected – even number)
EE	031	X	2 (selected – odd number)
FF	032	0	1 (not selected – even number)
GG	033	X	2 (selected – odd number)
HH	034	0	1 (not selected – even number)
II	035	X	2 (selected – odd number)
JJ	036	0	1 (not selected – even number)

KK	037	X	2 (selected – odd number)
LL	038	0	1 (not selected – even number)
MM	039	X	2 (selected – odd number)
NN	040	0	1 (not selected – even number)
OO	041	X	2 (selected – odd number)
PP	042	0	1 (not selected – even number)
QQ	043	X	2 (selected – odd number)
RR	044	0	1 (not selected – even number)
SS	045	X	2 (selected – odd number)
TT	046	0	1 (not selected – even number)
UU	047	X	2 (selected – odd number)
VV	048	0	1 (not selected – even number)
WW	049	X	2 (selected – odd number)
XX	050	0	1 (not selected – even number)
YY	051	X	2 (selected – odd number)
ZZ	052	0	1 (not selected – even number)
TOTAL	52 Secondary schools in Motheo District	X = 26 (50%) 0 = 26 (50%)	1= Not sampled/selected research site or secondary school 2= Sampled/selected secondary school

*X – systematically selected school – odd-numbered schools; 0 – not selected school – even-numbered school; 1 – first counting the school as an even number; 2 – second and last counting the school as an odd number

From the 26 secondary schools selected (Table 3.2), I estimated sampling 156 SMT members to participate in the quantitative phase, thus 26 principals, 26 deputy principals and 104 HoDs (Table 3.3).

Table 3.3: Estimated number of SMT members systematically sampled

Sampled number of secondary schools	Estimated sampled number of principals	Estimated sampled number of deputy principals	Estimated sampled number of HoDs	Estimated sampled number of all SMT members
26	26	26	104	156
In percentage (%)	17%	17%	66%	100%

In conclusion, I estimated to use 26 historically disadvantaged public secondary schools in Motheo District as the sampled research sites, places where I conducted my research (Maree, 2016:36). I thus collected quantitative data, at these research sites, from 156 systematically sampled SMT members. In the end, I was able to collect data from 130 of these 156 estimated participants.

3.3.1.2 Phase two: Qualitative phase sampling method

It is important to note that this qualitative phase complemented the quantitative phase discussed above. In this context, I undertook this phase two based on the results of phase one. I did this by selecting three SMT members for participation in this phase two based on the results of the sampled SMT members in phase one.

I employed purposive sampling in this phase. Maree (2016:198) defines purposive sampling as the method of sampling in which sampling “is done with a specific purpose in mind”. Similarly, Denscombe (2014:41) defines purposive sampling as the selection of a small number of specific participants for research, especially those who possess “known attributes”. O’Leary (2017:205) uses the term sample frame to refer to “a list that includes every member of the population from which a sample is to be taken”. In this case, the sample frame for phase two consisted of the sampled SMT members in the quantitative phase. This implies that my sample frame consisted of the 130 SMT members who were used in data collection and analysis in the quantitative phase by classifying these SMT members based on the results of the quantitative phase. In this regard, I grouped all 130 sampled SMT members into three groups. This grouping was based on the specific purpose these sampled SMT members had shown in the results of the quantitative phase, thus the success or failure of the SMTs to implement the SMP in their schools.

In line with the above purposive sampling, the results of the quantitative phase showed that the sampled participants (in phase one) possessed one of three attributes, and out of these attributes I formed the three groups. The first group of participants were those SMT members who implemented the SMP in their schools. The second group were those SMT members who did not implement the SMP in their schools. The third group of participants were those SMT members who implemented other processes of school

management in their schools but not the SMP. From these three groups, I decided to select one participant from each group, whereby each participant represented the particular attribute of the group. Lastly, I made sure that these three selected participants were drawn from three different historically disadvantaged public secondary schools as the research sites. I collected qualitative data from these three participants at their respective secondary schools. In short, the participants for the qualitative follow-up phase were a subset of the participants who had participated in the quantitative data collection phase (Creswell and Clark, 2018:190). This was the first stage of integration, whereby I had integrated the quantitative phase with the qualitative phase (Creswell, 2015:82).

3.3.2 Data collection

Data collection is the gathering of information to address the questions being asked in the study (Creswell and Clark, 2018:173). Mertens (2015:362) explains data collection differently from Creswell and Clark but in the same context: "... data are often collected to make decision about individuals regarding diagnoses, treatment ...". I collected data with the purpose of understanding and addressing the research problem of this study. Furthermore, as this is a mixed methods research study, I employed sequential data collection, implying I collected both quantitative and qualitative data, respectively (Creswell, 2015:18; Maree, 2016:35). In this sense, I first collected quantitative or numerical data in phase one of this study; thereafter, I collected qualitative or narrative data in phase two of this study (Creswell, 2015:37).

3.3.2.1 Phase one: Quantitative phase data collection

In this phase, I managed to collect quantitative data from 130 (83%) of the 156 sampled SMT members, because 26 (17%) of them were either on sick leave or refused to participate in the study. I collected data from a large number of SMT members in Motheo District by employing a questionnaire as the tool of data collection in this phase (Mertens, 2015:182).

Denscombe (2014:166) explains that the questionnaire consists of a written list of questions and that it collects data which can be used for analysis. On the very same note,

Maree (2016:177) states that the questionnaire is an instrument which collects data. For this study, I employed the questionnaire with the purpose of collecting data from a large number of participants (130 SMT members), and it also made it easy for me to analyse this huge amount of data. See table 3.4 below for the actual number of SMT members who participated in the administration of questionnaire.

Table 3.4: The actual number of SMT members who participated in phase one of the study

Position of SMT members	Total number
1. Principals	21
2. Deputy principals	32
3. HoDs	77
Total number of participants/sampled SMT members	130

For the questionnaire, I designed a list of ten questions as items of the questionnaire. A sample of the questionnaire administered to SMT members is attached as Appendix F. These ten questions covered the five main constructs of the SMP and the implementation thereof, namely: strategy formulation, implementation of the SMP, consistent implementation of the SMP, appropriate implementation of the SMP, and the impact of the SMP on school management and quality education. Furthermore, the 130 sampled SMT members managed to answer all ten questions. Consequently, their responses to these questions, as quantitative data collected in this phase, addressed the research questions and the research problem of this study.

The data collected from each sampled secondary school were recorded and stored separately from others, thus each in its own labelled file. Each school file has the name and the number of the school and the total number of SMT members who participated in the questionnaire. These filed collected data were classified as the responses from the participants, and were, as such, considered to be the most important information for this research study (Denscombe, 2014:165). These recorded and stored data were kept safe in order to be used later during the process of data analysis.

3.3.2.2 Phase two: Qualitative phase data collection

In this phase, I collected narrative data by employing the semi-structured interview. A sample of the interview schedule is attached as Appendix G. It must be emphasised that the of employing the qualitative phase in this study was to explain the possible dubious results of the quantitative phase (Creswell, 2015:38).

In a semi-structured interview, the researcher has a clear list of issues to be addressed and questions to be answered, but the answers are open-ended for an interviewee to elaborate on points of interest (Denscombe, 2014:186). Furthermore, Harding (2019:285) describes the semi-structured interview as a method of collecting data through one-to-one interactions which consist of the researcher asking questions and the participant answering them, and whereby the same questions are asked to all participants. Through insights gained from these authors, I prepared ten questions to ask each participant based on the quantitative results that were to be explained by this phase. The focus was on the five questions that were directly developed from the dubious results of the quantitative phase – to be explained thoroughly in the next section. Simply, these ten questions formed the semi-structured interview data collection tool. I then visited the three selected SMT members at their various schools to conduct the semi-structured interviews. During the interviews, the participants were allowed to elaborate on essential points. In addition, I audio-recorded the whole semi-structured interview process.

The SMT members who participated in interviews were labelled as Participant A (School A), Participant B (School B) and Participant C (School C) for the purpose of confidentiality. All these data were kept safe for data analysis.

3.3.3 Data analysis

Denscombe (2014:243) states that the purpose of data analysis is to gain a better understanding of the data. Creswell and Clark (2018:214) explain data analysis as examining the database to address the research questions. In order to gain a better understanding of the collected data and to address the research questions of this study, I employed sequential mixed data analysis (Teddlie and Tashakkori, 2009:274). This implies that I analysed separately the quantitative data using quantitative methods and

the qualitative data using qualitative methods (Creswell and Clark, 2018:209). In other words, I firstly analysed the quantitative data in phase one, and thereafter, I analysed the qualitative data in phase two. I therefore analysed the data collected in both phases of this study with the purpose of clarifying and understanding their (data) meanings in relation to the topic of this study, to address the research questions and to find a solution to the research problem of this study. Furthermore, to analyse these data in both phases, I applied the following procedures: data preparation; exploration of the data; analysis of the data; interpretation, presentation and display of the data; and quality assurance (Denscombe, 2014:247–248).

3.3.3.1 Phase one: Quantitative phase data analysis

O’Leary (2017:382) and Mertens (2015:419) agree that quantitative data analysis is the analysis of numerical data using different statistical methods. Furthermore, authors such as Adams and Lawrence (2015:142–225), Mertens (2015:419) and Vogt, Vogt, Gardner and Haeffele (2014:197) mention three types of statistical methods that are used to analyse quantitative data: descriptive statistics, correlational statistics and inferential statistics. As such, in this phase I used only descriptive statistical analysis due to the research questions of this study (Creswell and Clark, 2018:209). In order to employ this statistical analysis successfully, I followed the five steps outlined by Denscombe (2014:247), as mentioned above.

Step 1: Data preparation

Data preparation implies converting the raw data into a form useful for analysis, implying to assign a numerical value to each response in a database like Excel (Creswell and Clark, 2018:210–212). For this study, I coded each response or datum on the questionnaire as nominal scale or ordinal scale; that was, turning responses of the participants into numerical figures (Lawson et al., 2019:246). Thereafter, I prepared and entered these numerical data into a spreadsheet for the purpose of recording these data on one document (Vogt et al., 2014:34). Later, I transferred the data from the spreadsheet onto a software programme called the Statistical Package for the Social Sciences (SPSS)

database for best analysis of these data. After these data had been entered into the SPSS database, I was able to explore them.

Step 2: Exploration of the data

Creswell and Clark (2018:213) and Denscombe (2014:247) define data exploration as examining the data with an eye to identifying trends, correlations and a preliminary understanding of the database. In this context, I examined the data entered into the database, and realised that questions 1 and 2 of the questionnaire showed obvious trends, frequencies and modes. These are discussed and explained in detail in the next chapter. Moreover, these obvious trends, frequencies and modes were confirmed through analysis done in the next step.

Step 3: Analysis of the data

At this point of my discussion, I bring to notice that I analysed the data by examining the database in order address the research questions (Creswell and Clark, 2018:214). As such, the nature of the research questions of this study directed me to employ descriptive statistical analysis (Creswell and Clark, 2018:214).

The purpose of descriptive statistical analysis is to “describe or indicate several characteristics common to the entire sample” (Mertens, 2015:419). Additionally, Maree (2016:204) defines descriptive statistical analysis as a number of statistical methods that are used to organise and summarise data in a meaningful way. In this regard, I instructed the SPSS computer programme to do the descriptive analysis on the data in order to summarise all the data by showing common characteristics, trends, frequencies, percentages and modes. In other words, the purpose of employing this type of statistical analysis was to summarise the common and different characteristics of the data, the responses from the 130 participants, to address the research problem of this study. After this had been done, I could undertake step 4.

Step 4: Interpretation, presentation and display of the analysed data

To present and display the results of the analysed data, I employed tables accompanied by a brief discussion and explanation of the contents of these tables. I also employed bar

and pie charts for the purpose of displaying the characteristics of the analysed data – to be explored using mere eyes (Denscombe, 2014:263–269). These presentations and displays of the analysed data helped me and help the reader to make interpretation through visual clues (Denscombe, 2014:264). Furthermore, I interpreted the results of this analysis by “summarising the major quantitative results and then comparing the results with the initial research questions to determine how the questions ... were answered in the study” (Creswell and Clark, 2018:216). In other words, I checked if the results of this quantitative phase had answered the research questions. The last step I undertook was to measure or assess the quality of the data collected and the results of the analysed data.

Step 5: Validity and reliability (quality assurance) of the quantitative data and results

Authors such as Lawson et al. (2019:120), Leavy (2017:113) and Maree (2016:164) concur that in a quantitative research approach, validity and reliability are the two methods of assessing the credibility of the data collected and the results analysed.

i. Validity

Adams and Lawrence (2015:76) explain validity to be a measure that assesses the ability of the research tool to accurately assess what it is supposed to measure. This is in line with Leavy’s (2017:113) explanation of validity as “the extent to which a measure is actually tapping what we think it is tapping”. In this study, I used face validity to assess the questionnaire as a data collection tool, implying that I checked if the questions in the questionnaire had as content the five constructs of the research title. This helped me to ensure that any reader would be able to guess and conclude what this questionnaire intends to measure (Leavy, 2017:114). In contrast to the above method of measuring validity, I employed a different method in assessing reliability.

ii. Reliability

Creswell and Clark (2018:217) state that reliability is an assessment method that measures if the scores received from participants are consistent and stable over time. Leavy (2017:113) supports this by noting that reliability implies the consistency of the

results. In this sense, I used the percentage of agreement, implying the percentage at which the results of a first test are in agreement with the results of a second test (Colton and Covert, 2007:76–77). To achieve this, I did a retest of the questionnaire and administered it to three SMTs from three of the secondary schools that were tested during the quantitative phase. The percentage of agreement between the results of the first and second tests showed high similarity for all three SMTs. This indicated that my results were consistent over time and that the data collected and the results for this quantitative phase were reliable. As these results were reliable, I had to prepare them in order to be used to undertake the qualitative phase – phase two of this study. But first I prepared the dubious results of the quantitative phase.

3.3.3.2 Preparing the dubious results of the quantitative phase

Creswell and Clark (2018:235) highlight that, in the explanatory sequential design, after analysing the quantitative data, the researcher ought to note the statistical results that need further explanation by qualitative data. I examined the quantitative results and managed to identify five points of the quantitative results that were unclear, surprising or unexpected (dubious) and which needed to be further explained by qualitative data (Creswell and Clark, 2018:191). As such, I prepared all five dubious points of the quantitative phase that needed to be explained by the qualitative phase. Then, out of these five points of the results, I formed questions for the interview tool to collect qualitative data in phase two of this study. Lastly, out of these quantitative results, I also formed the sample frame of the qualitative phase.

3.3.3.3 Phase two: Qualitative phase data analysis

O’Leary (2017:325) states that qualitative data analysis is a process of using qualitative data to understand and interpret “people and situations under investigation”. In support, Maree (2016:109) states that qualitative data analysis aims at examining the meaningful content of the qualitative data. In the context of this study, during this analysis, I analysed qualitative data in order to explain and explore further the results of the quantitative phase by examining and interpreting these data. I undertook this data analysis by following the five steps outlined by Denscombe (2014:247–248), namely: data preparation; exploration

of the data; analysis of the data; presentation, display and interpretation of the analysed data; and quality assurance.

Step 1: Data preparation

Earlier in this discussion, I mentioned that I collected data from three interview participants by audio-recording them. According to Marshall and Rossman (2016:208), data collected through audio-recording need to be transcribed into written format. In addition, Harding (2019:120) and Denscombe (2014:278) state that these transcribed data ought to be summarised and annotated. I prepared these qualitative data by transcribing the audio-recordings and summarising each participant's spoken words into written words and adding notes or comment on each participant's narratives. In this sense, I familiarised myself with the data. Thereafter, I made codes to label each written text, thus comparing data in order to identify and label the differences and similarities of these data (Creswell, 2016:154; Harding, 2019:129). The above activities helped me to sort and group the data, implying that I classified similar data into groups. This classification helped me to form five categories out of the data collected, namely: strategy and planning, SMP model, emergent approach, contingent and perennial process, and the impact of the SMP (O'Leary, 2017:332). According to Saldana (in Leavy, 2017:152), "categorizing is the process of grouping similar" or related codes together. Under each category, I drew a table in which I inserted the actual responses of each participant. Thereafter, similar categories were grouped together to form three themes that emerged from the data, namely: lack of knowledge, lack of understanding and lack of training. From these themes and the responses, I was able to explore the data.

Step 2: Exploration of the data

I undertook this step by examining and exploring the themes and the words spoken by each participant. In other words, I examined these data to identify further their "commonalities", "differences" and "relationships" (Harding, 2019:137–139). Additionally, I examined the data by exploring the words, concepts, linguistic devices and non-verbal cues used, and grouped related items under the relevant category (Leary, 2017:333). Furthermore, I grouped together the categories that explained each point of the quantitative results, and I also grouped together the categories that affirmed the

statistically significant results of the quantitative phase. Lastly, I realised that these collected data confirmed the three attributes which were used to employ purposeful sampling in this qualitative phase (see section 3.3.1.2). I was then finally able to analyse the data under emerging themes grouped under each of the categories.

Step 3: Analysis of the data

To analyse the relationship between the themes and the results of the quantitative phase, I employed thematic analysis. Saldana (in Leavy, 2017:152) and O'Leary (2017:332) regard a theme as the phrases or sentences that emerge from coding and categorising; thus, codes and categories are reduced into themes. In other words, in thematic analysis, researchers look at and examine similarities, differences and relationships in the data collected (Harding, 2019:105). In this sense, I compared the responses of the participants, as database, to examine and report on their similarities, differences and relationships. From this, I was able to interpret, present and display the findings from this thematic analysis.

Step 4: Interpretation, presentation and display of the analysed data

In this phase, I interpreted the data analysed based on the responses to the interview questions (as the research questions for this phase) and to confirm the research problem (Creswell and Clark, 2018:216). This was done by relating the responses to the themes. I checked if the responses of the participants confirmed or denied the research problem of this study. Furthermore, in presenting the results of the qualitative analysis, I employed the elements of rhetoric, implying the use of verbal presentation to present the qualitative results (Creswell and Clark, 2018:215). Lastly, to display the results, I wrote a summary of the major qualitative findings and how the research questions were answered by the qualitative findings (Creswell and Clark, 2018:216). The last step I undertook in the qualitative phase was to measure or assess the quality of the data collected and the results of the analysed data.

Step 5: Quality assurance of the qualitative data and results

Bless et al. (2013:236) and Maree (2016:123) regard trustworthiness as a measure for quality assurance in qualitative research. According to Leavy (2017:154), trustworthiness

refers to the quality of the project and the thorough usage of the methods of data collection and analysis. O’Leary (2017:63) supports the above definition of trustworthiness but adds that it deals with the appropriate usage of the methods of data collection and analysis to produce consistent results. By considering these definitions, I assessed the quality of the qualitative data collected and the qualitative results by properly using reputable methods of data collection and analysis. As such, in this phase, I used credibility, transferability, dependability and conformability to assess the quality of the data collected and analysed. The reason for using these four methods of quality assessment was to assess the trustworthiness of the data analysed and the findings.

i. Credibility

Maree (2016:123) concurs with Bless et al. (2013:236) that in assessing credibility, the researcher ought to demonstrate and follow the appropriate methodology and research methods. I employed credibility in this study by following, describing and explaining thoroughly the research paradigm, research approach, research design, sampling methods, and methods of data collection and analysis. I adopted and employed well-established and well-known aspects of research methodology and research methods (Maree, 2016:123). In this sense, I claim that I employed credible elements of the research process to produce consistent or trustworthy qualitative data and results. These credible elements of the research process were also employed to assess dependability.

ii. Dependability

Mertens (2015:398) explains dependability as the degree to which one can depend on the quality and appropriateness of the inquiry process. Thus, dependability measures the appropriateness of the reputable procedures followed in undertaking a research process. With the help of experts (my study supervisors), I thoroughly inspected and monitored the process of data collection, data analysis and interpretation of the analysed data in order to produce the qualitative results. I ensured that all methods employed in this research process were “systematic, well documented and designed to account” for the qualitative results (O’Leary, 2017:375). This leads this discussion to transferability.

iii. Transferability

Regarding transferability, the researcher discusses the ways in which the study's findings will be useful for similar situations with similar research questions or practices (Maree, 2016:124). In this sense, I employed a reputable research process so that the finding of this study would be transferrable to similar situations and research processes. This also enables the findings of this study to be confirmed by other researchers.

iv. Conformability

By conformability, the researcher "seeks to confirm that the data" and the interpretation are not "figments of the researcher's imagination" (Mertens, 2016:405). In other words, this is to check if the findings of a study can be confirmed by another study as they are objective (Marshall and Rossman, 2016:262). I assessed the quality of the findings by confirming that they were objective. I ensured that the data collection, analysis and interpretation and the findings were not influenced by me.

In cognisance of the above discussions on the quantitative and qualitative phases, it needs to be remembered that this study is a mixed methods study. In this sense, these two phases complement each other and thus depend on each other to form one complete research study (Mertens, 2015:305). In other words, these two phases need to be integrated to form one research study called the mixed methods study (Bazeley, 2018:10). In the discussion to follow, I show how, through the integration of quantitative methods with qualitative methods, the research process as discussed above is that of a mixed methods research study.

3.4 Integration

Bazeley (2018:10) and Creswell (2015:82) define integration as the place in the mixed methods research process where the quantitative and qualitative phases intersect or combine in such a way that they become interdependent. In the context of this definition, integration is the point where the quantitative phase is linked or joined or mixed with the qualitative phase to form one complete mixed methods research study. Creswell and Clark (2018:80) highlight that "[t]here are two points where integration occurs in an

explanatory sequential design”. The first point of integration occurs between the quantitative data analysis in the first phase and the qualitative data collection in the second phase (Creswell and Clark, 2018:80). This integration happens when the results of the quantitative phase are used to inform the questions for the tools of data collection for the qualitative phase (Creswell and Clark, 2018:80). Therefore, for this study, this first integration occurred where I employed the quantitative phase results to plan the beginning of the qualitative phase data collection. By the same token, the second point of integration is when the qualitative phase is completed and the researcher then integrates the results of the quantitative phase with those of the qualitative phase in order to draw a conclusion (Creswell and Clark, 2018:80). This conclusion is about how the qualitative results explain the quantitative results. Creswell (2015:83) calls this point of integration an “explanation of the data”.

In the context of the above discussion on integration, authors such as Creswell and Clark (2018:183), Maree (2016:35) and Teddlie and Tashakkori (2009:274) argue that integration of the quantitative phase with the qualitative phase happens also in the methods of sampling, methods of data collection and methods of data analysis. In this regard, Creswell and Clark (2018:183) argue that if probability sampling in the quantitative phase is integrated with purposive sampling in the qualitative phase, this is called sequential mixed methods sampling. In employing the above sampling method, I employed systematic-purposive sampling. Furthermore, Maree (2016:35) argues that the methods of data collection in the quantitative phase can be integrated with the methods of data collection in the qualitative phase to form sequential data collection, which is a data collection method of a mixed methods study. In this sense, I employed this method of data collection by using a questionnaire and semi-structured interview in the above research process. Lastly, Teddlie and Tashakkori (2009:274) argue that when the method of quantitative data analysis is integrated with the method of qualitative data analysis, this is called sequential mixed data analysis, and this is a method of data analysis for a mixed methods study. In this regard, I employed descriptive statistical analysis together with content analysis in the above research process. In line with the above discussion, I concur with the above authors that in any mixed methods study, the emphasis is on the integration of the research methods of the quantitative and qualitative phases (Bazeley,

2018:6). Therefore, this discussion showed how the methods of the quantitative phase and the methods of the qualitative phase can be integrated to form one mixed methods research study. This discussion brings me to the conclusion of this chapter.

3.5 Conclusion

This chapter dealt with research methodology and research methods, that is the methods of data collection and data analysis. In dealing with the research methodology, I discussed the research paradigm that I employed, which was the transformative paradigm that directed me to embark on mixed methods research as my research approach. The research approach directed me in adopting the explanatory sequential design. This design is divided into two phases, namely the quantitative phase and the qualitative phase. In addition, this design starts with the quantitative phase as phase one, and ends with the qualitative phase as phase two. Furthermore, I indicated that the sampling in this research study was sequential mixed methods sampling, and the method I employed was systematic-purposive sampling. In line with this sampling, I employed sequential data collection comprising a questionnaire and semi-structured interview as tools for data collection in this study. In analysing data in this study, I employed sequential mixed data analysis, comprising descriptive statistical analysis and thematic analysis in the quantitative phase and the qualitative phase, respectively. In determining quality assurance for the data collected and analysed in this study, I employed validity and reliability (phase one) and trustworthiness (phase two). Ultimately, in order to form one study which is known as a mixed methods study, I have shown in this chapter that I integrated the quantitative phase with the qualitative phase at two different points of this research process. I have also indicated that the purpose of these two points of integration was to ensure that the narrative results of the qualitative phase explain the numerical results of the quantitative phase. As such, the explanation of the quantitative results in relation to the qualitative results formed the findings of this mixed methods research study. These findings are presented and analysed in the next chapter (Chapters 4).

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CHAPTER 4:

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, I present and analyse the data collected in the quantitative and qualitative phases of this study. Additionally, I interpret the results based on the secondary research questions, interview questions and research problem of this study. Lastly, I also present the quantitative results that needed to be explained further in the qualitative phase of this mixed methods research study. To undertake all the issues mentioned above, this research process was done on 130 sampled SMT members of 26 historically disadvantaged public secondary schools in Motheo District. This research process was also done on three participants, as a subset of the above sampled SMT members, from three different secondary schools. I collected data from all these SMT members in their secondary schools.

4.2 Phase one: Quantitative phase data analysis

4.2.1 Data analysis

According to Vogt et al. (2014:195), the method of data analysis depends on the research questions of the study, data collected and the coding method employed. In this regard, the method of data analysis for this study was based on the following secondary research questions:

1. Which SMT members in the historically disadvantaged public secondary schools in Motheo District formulate strategies to attain to their school's mission and vision statements?
2. Which SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP?

3. How do these SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP?
4. How can these SMT members consistently and appropriately implement the SMP?
5. Why is it important for these SMT members in historically disadvantaged public secondary schools to consistently and appropriately implement the SMP?

The responses to the aforementioned questions addressed the main research question: What is the implementation of the strategic management process by school management teams in the historically disadvantaged public secondary schools in Motheo District?

In line with the above discussion, I converted the responses of the participants into nominal and ordinal scales (Creswell and Clark, 2018:212). Each response was thus coded on either the nominal level or the ordinal level. By implication, the research questions and the coding method, in this quantitative phase, showed that the method of data analysis to be employed was descriptive statistical analysis. Teddlie and Tashakkori (2009:257) state that by employing descriptive statistics, the researcher aims at summarising data with the intention of determining frequencies, trends and patterns to better understand and present the results of the data collected. In other words, descriptive statistical analysis was employed in this phase for the purpose of summarising the data collected for better understanding the results of the data. This summary was done in the form of recording and presenting the frequencies, trends and patterns of the data collected. Descriptive statistical analysis helped me to answer the primary and secondary research questions of this study. Before I employed this method of data analysis, I had to prepare these collected data. In this sense, as was mentioned earlier in this study, I followed the five steps of data analysis as outlined by Denscombe (2014:247) and Creswell and Clark (2018:210). These are: data preparation; exploration of the prepared data; data analysis; interpretation and presentation of the results; and quality assurance of the data collected and the results.

4.2.1.1 Preparation of the collected data

Data collected were prepared by coding each response, compiling a spreadsheet and entering these data into an SPSS database.

A. Coding the data collected

As mentioned earlier, each response to the questions of the questionnaire was coded as either nominal or ordinal scale. As such, questions 1, 2, 3, 4.1, 4.2, 4.3, 5, 6.1, 6.3, 9 and 10 of the questionnaire (59% of the questionnaire) were coded and classified as nominal scale, that is responses were coded as 1 or 2 or 3. Then, questions 4.4, 6.2, 6.3, 7.1, 7.2, 7.3 and 8 (41% of the questionnaire) were coded as ordinal scale, whereby responses were ranked as 1 – strongly agree, 2 – agree, 3 – neutral/occasional, 4 – disagree or 5 – strongly disagree. In other words, the responses of the participants were assigned numbers that are readable by a computer programme (Lawson et al., 2019:244). This coding made it simple and possible to prepare a spreadsheet.

B. Preparing the spreadsheet

The spreadsheet was prepared with 17 columns, one for each question of the questionnaire, and 130 rows, one for each sampled SMT member (Vogt et al., 2014:34). Each response of each participant was then entered into this spreadsheet as a number. Thereafter, the process of entering data into the spreadsheet was monitored, inspected and cleaned in order to ensure that there were no errors in the entry of data and that no data were missing (Lawson et al., 2019:251). This spreadsheet was compiled to record these collected data in one manageable file which made it easy to transfer these data onto the SPSS database.

C. Entering data into the SPSS database

All the data entered into the spreadsheet were transferred onto the SPSS database. In the database, each column represents a variable and each row represents one case for each participant. There were 23 variables and 130 cases in the SPSS database. These data entered into the SPSS database were closely monitored, inspected and cleaned

from errors as to ensure that no data were missing (Lawson et al., 2019:251). With the data entered into the database, it was easy to explore the data.

4.2.1.2 Exploration of the data

Creswell and Clark (2018:213) state that to explore data is to examine the data with an eye to identify the trend and understanding of the database. In this sense, when I explored the data in the database, I saw that all 130 sampled SMT members indicated that their secondary schools have vision and mission statements. This implies that all the sampled historically disadvantaged public secondary schools in Motheo District have vision statements, which means that they have dreams or mental pictures of their desired future (Lazenby, 2018:29). In addition, all these secondary schools have mission statements, which implies that they have what Lazenby (2018:35) calls “direction-setting guidelines”. In other words, these secondary schools knew where they were going and what they intended to become in the future; and they also knew what needed to be done and the direction they ought to take in order to realise their dream or future (Lazenby, 2018:35). Simply, these secondary schools have written mission statements (direction) that will guide them to their vision (future). Lazenby (2018:35) states that vision and mission statements are good starting points of any public organisation, whereby the organisation answers to where it is going (vision) and what it must do to go there (mission). In this context, the mission implies a set of actions that must be done by the organisation. This set of actions is what Hill et al. (2015:3) call strategy. Thus, strategy is a set of actions that directs the organisation to the future (Hill et al., 2015:3). In short, each organisation ought to have vision and mission statements that will inform its strategies (sets of actions). As such, as all the above secondary schools had vision and mission statements, they ought to embark on strategy formulation; thus, they ought to have sets of actions that will take them to their future. In a nutshell, to attain to their visions or future, the historically disadvantaged public secondary schools ought to formulate strategies informed by the mission statement (Lazenby, 2018:197). The issue under question is whether all these secondary schools formulate strategies, as they had all had vision and mission statements. This issue is further addressed by the data analysis, as discussed below.

4.2.1.3 Descriptive statistical data analysis

It was mentioned earlier that, in this quantitative phase, descriptive statistical analysis was employed, which is in line with the type of research questions of this study, the data collected and method of coding. Mertens (2015:419) mentions two types of descriptive statistical analysis: measure of central tendency and measure of variability. In addition, Adams and Lawrence (2015:143) mention two important methods of summarising data through descriptive statistical analysis: frequency and percentage. In this study, I employed the median to measure central tendency, and frequency and percentage to summarise the characteristics of the data collected (Mertens, 2015:419–420).

Adams and Lawrence (2015:143) define frequency of scores as a method of descriptive statistics that shows how many times a score occurred in a sample. These authors point out that frequency is further clarified by percentile, and percentile is the “proportion of a score within a sample”. Additionally, Mertens (2015:420) defines mode as a measure of central tendency that is the most frequent occurring score in the distribution. In this sense, I analysed data in relation to the frequency, percentile and mode in order to have a clear summary of the trends, patterns and characteristics of the responses of the participants. Thus, I instructed the SPSS computer programme to analyse the collected data to determine the frequencies, percentages and modes of the data. In the next section, I present and briefly discuss the frequency, percentage and mode in order to summarise the trends, patterns and characteristics of the quantitative data collected from the sampled SMT members.

4.2.1.4 Presentation and discussion of the analysed data

The presentation and discussion of the analysed data are done per question of the questionnaire. In this regard, each discussion about the results is accompanied by a table or pie chart or bar chart which presents and displays the results of the analysed data. Below, I discuss, present and display the analysis of each question of the questionnaire. In some cases, more than one question is discussed together.

A. Analysis of questions 1 and 2: Vision and mission statements

Table 4.2 presents and displays the data analysed from questions 1 and 2 of the questionnaire, which questions dealt with the vision and mission statements, respectively.

Table 4.1: Analysis of questions 1 and 2 – Vision and mission statements

Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
1	School vision	Yes	26	130	130	100%	1
2	School mission	Yes	26	130	130	100%	1

The analysis in Table 4.2 confirms what was discussed earlier under exploration of the data, that all sampled historically disadvantaged public secondary schools (in Motheo District) had both vision and mission statements. All 130 participants agreed that their secondary schools had vision and mission statements.

As mentioned in the exploration of the data, the secondary schools are all expected to formulate strategies in order to realise their vision statements (Lazenby, 2018:197). However, the data below show a different, concerning scenario.

B. Analysis of question 3: Strategy formulation

Analysis of the responses to question 3 shows that not all the sampled secondary schools embarked on strategy formulation (Figure 4.1)

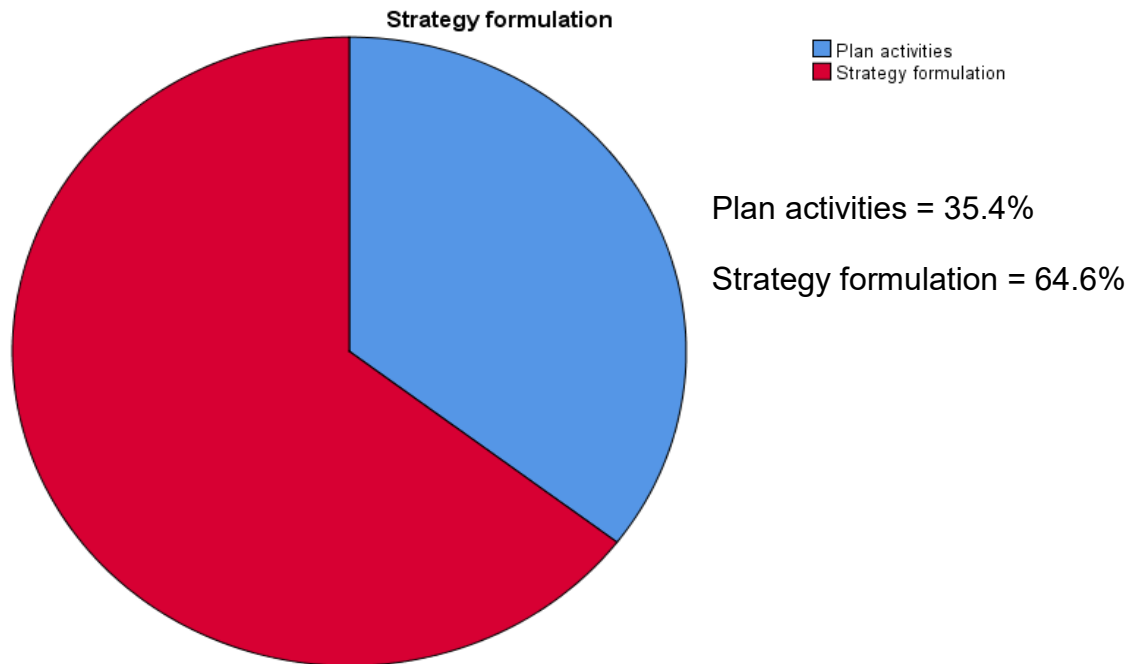


Figure 4.1: Pie chart display – Analysis of question 3 – Strategic formulation

As seen in Figure 4.1, only 84 (64.6%) participants formulated strategies, while 46 (35.4%) planned the activities of the school. In addition, the mode confirmed and supported this analysis in the sense that the central tendency was towards strategy formulation. In other words, this analysis revealed that the majority of the sampled SMT members embarked on strategy formulation, while the minority embarked on planning the activities of the school. The concern for this study is the minority who did not embark on strategy formulation, in the sense that, for an organisation to realise its future (vision), it has to “develop strategic goals and formulate strategies to achieve these goals” (Lazenby, 2018:107). By implication, it was impossible for these 46 (35.4%) participants to attain to their schools’ vision and mission statements through only planning the activities of the school. As such, these statements were not useful elements for these SMTs’ in historically disadvantaged public secondary schools as there was no way they could be achieved. Furthermore, strategy formulation is one of the core phases of the SMP (Lazenby, 2018:9). This implies that this minority of SMT members, if they had implemented the SMP, did not implement it correctly, because they ignored this core phase of the SMP. In this sense, this supports the research problem of this study, the inconsistent and inappropriate implementation of the SMP by SMTs of historically disadvantaged public

secondary schools. The above information is confirmed by the analysis of questions 4.1, 4.2 and 4.3, discussed, presented and displayed below.

C. Analysis of questions 4.1, 4.2 and 4.3: Knowledge of the SMP, implementation of the SMP and SMP model

The objective with asking this question was to determine how many of the SMT members knew about the SMP so that they might be able to implement it. Table 4.3 indicates the results for the statistical analysis for questions 4.1 and 4.3

Table 4.2: Analysis of questions 4.1 and 4.3 – Knowledge and implementation of the SMP

Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
4.1	Knowledge of the SMP	1. I know 2. I don't know	26	130	113 17	86.9% 13.1%	1 -
4.3	Following an SMP model	1. Yes 2. No 3. I don't know	26	130	72 31 27	55.4% 23.8% 20.8%	1 - -

Analysis of question 4.1's responses showed that 113 (86.9%) participants knew about the SMP, and this was also confirmed by the mode (1). On the other hand, 17 (13.1%) of the participants did not know about the SMP. In this sense, the analysis showed that the majority of the sampled SMT members knew about the SMP, and this was positive and relevant to the implementation of the SMP in the historically disadvantaged public secondary schools. In this regard, it was expected that the majority of the 113 sampled members who knew about the SMP also implemented the SMP, but the analysis of responses to question 4.2 showed that only 88 (67.7%) implemented the SMP (Figure 4.2).

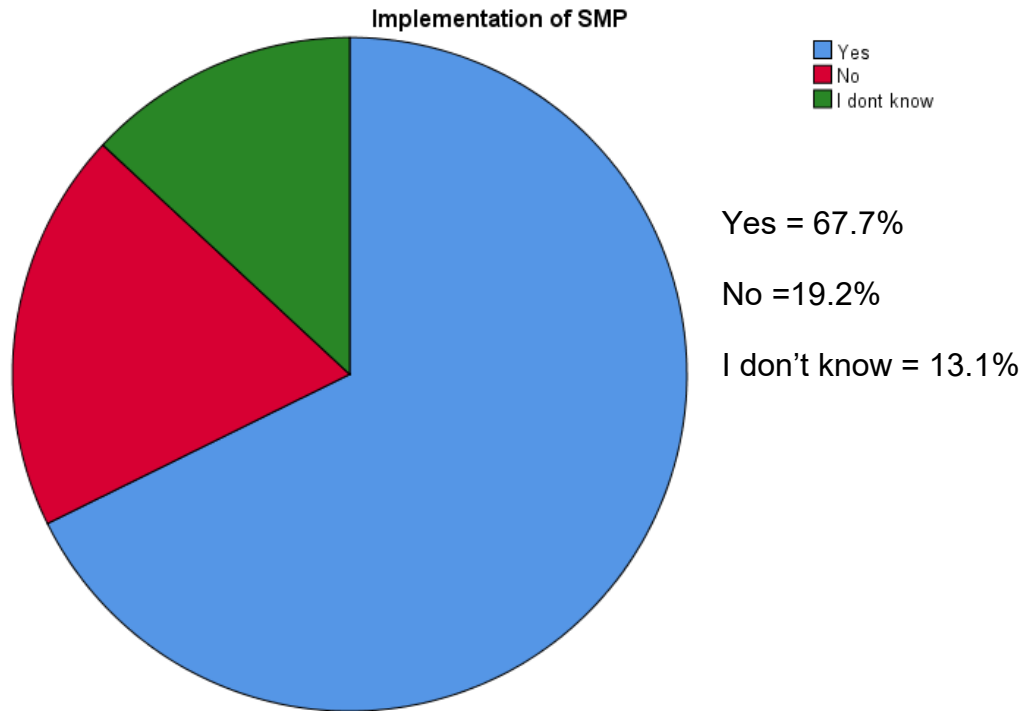


Figure 4.2: Pie chart display – Analysis of question 4.2 – Implementation of the SMP

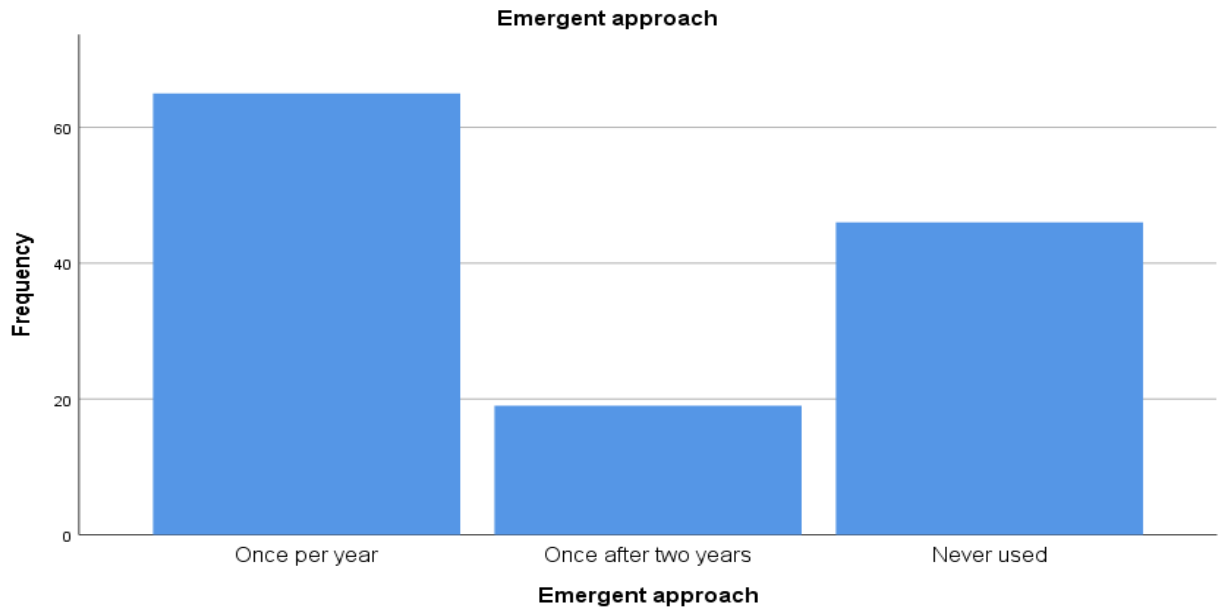
Analysis shows that out of the 113 participants who knew about the SMP, only 88 (67.7%) implemented the SMP, whereas the other 25 (19.2%) did not implement it. This 25 is in addition to the 13.1% (17 of the 130) of participants who did not know about the SMP and whether they had implemented it or not (Table 4.3 – question 4.1).

Additionally, these issues of the knowledge and implementation of the SMP were further clarified and certified by the issue of the implementation of the SMP by following an SMP model (Table 4.3 – question 4.3). Analysis showed that 72 (55.4%) participants implemented the SMP by following an SMP model. In contrast, 58 (44.6%) participants either did not implement the SMP by following an SMP model or did not know if they implemented the SMP by following an SMP model. According to authors such as Ferlie and Ongaro (2015:10), Hannagan (2002:4), Hansen and Ferlie (2016:2), Lazenby (2018:8–9) and Louw and Venter (2006:xii), the implementation of the SMP requires public organisations to follow an SMP model. An SMP model ensures the proper implementation of the SMP by public managers. In this context, I assert out of the 88 (67.7%) participants who indicated that they implemented the SMP, only 72 (55.4% of the

130) implemented the SMP properly by following a model. Thus, the other 16 (12.3% of the 130) participants claimed to implement the SMP but did not follow any SMP model, implying that they did not properly implement the SMP. In other words, 72 (55.4%) of the total sample implemented the SMP, whereas the other 58 (44.6%) either improperly implemented the SMP or did not implement it at all. The 72 (55.4%) participants who followed an SMP model in the implementation of the SMP are thus regarded, in this study, as those SMT members who properly implemented the SMP in their secondary schools. On the other hand, the 58 (44.6%) participants are regarded, in this study, as those SMT members who either did not properly implement the SMP or did not implement it at all. The issue of the implementation of the SMP was further elaborated by the analysis and the discussion below.

D. Analysis of question 4.4: Emergent approach, prescriptive approach and dynamic process

Responses 1 and 2 for question 4.4(a) were all about the implementation of the SMP by following the emergent approach (Figure 4.3). Eighty-four (64.6%) participants indicated that they implemented the SMP by following the emergent approach. This was also confirmed by the mode, which showed the central tendency to be at response 1, implying that most participating SMT members followed the emergent approach. On the contrary, 46 (35.4%) participants indicated that they did not follow the emergent approach.



Once per year = 50%, Once after two years =14.6%, Never used = 35.4%

Figure 4.3: Bar chart display – Analysis of question 4.4(a) – Emergent approach

Furthermore, responses 3 and 4 for question 4.4(b) may be joined together as they reflect where the prescriptive approach was followed (Figure 4.4). In this regard, 61 (46.9%) participants indicated that they followed the prescriptive approach, while 69 (53.1%) did not follow the prescriptive approach. In comparison, a high number of the participants followed the emergent approach, while just below half of the participants followed the prescriptive approach.

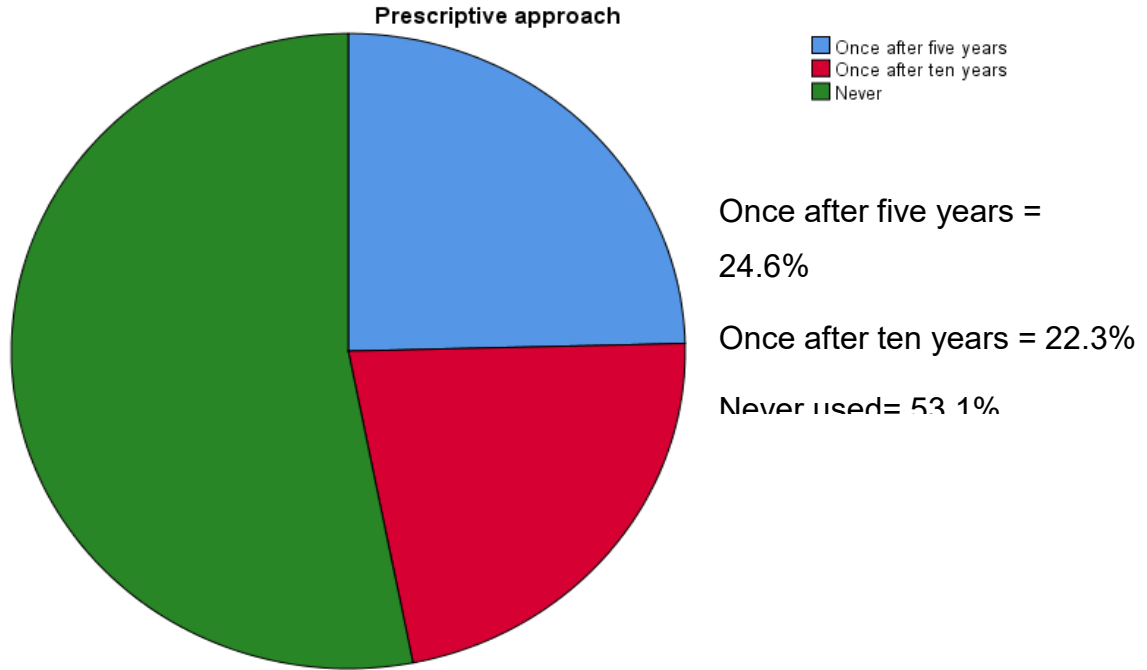


Figure 4.4: Pie chart display – Analysis of question 4.4(b) – Prescriptive approach

Lastly, on question 4.4(c), responses 1, 2 and 3 indicated which participants regarded the SMP as a dynamic process (Table 4.4). The three frequency scores (1, 2 and 3) may thus be joined together (20 + 30 + 40) to form one score, that is 90. Therefore, 90 (69.2%) participants regarded the SMP as a dynamic process, whereas 40 (30.8%) participants did not regard the SMP as a dynamic process.

Table 4.3: Analysis of question 4.4(c) – Dynamic process

Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
4.4(c)	Dynamic process	1. Very frequently	26	130	20	15.3%	-
		2. Frequently			30	23.1%	-
		3. Occasionally			40	30.8%	3
		4. Rarely			23	17.7%	-
		5. Never			17	13.1%	-

The above information thus shows that the majority of the participants followed the emergent approach, and the majority regarded the SMP as a dynamic process. The following analysis is on participants' implementation of the SMP as a contingent and perennial process.

E. Analysis of question 5: Contingent and perennial process

Question 5 assessed if the participants implemented the SMP as a contingent and perennial process (Figure 4.5). In this regard, responses 1, 2 and 3 are relevant to this question, and their scores were joined together to form one score ($70 + 22 + 12 = 104$). In other words, 104 (80%) participants indicated that their secondary schools regarded the SMP as a contingent and perennial process by recording its implementation on the relevant documents. On the other hand, 26 (20%) participants did not keep any record of the implementation of the SMP. Thus, they did not implement the SMP as a contingent and perennial process or did not implement the SMP at all. Simply, the majority of the sampled SMT members indicated that they implemented the SMP as a contingent and perennial process.

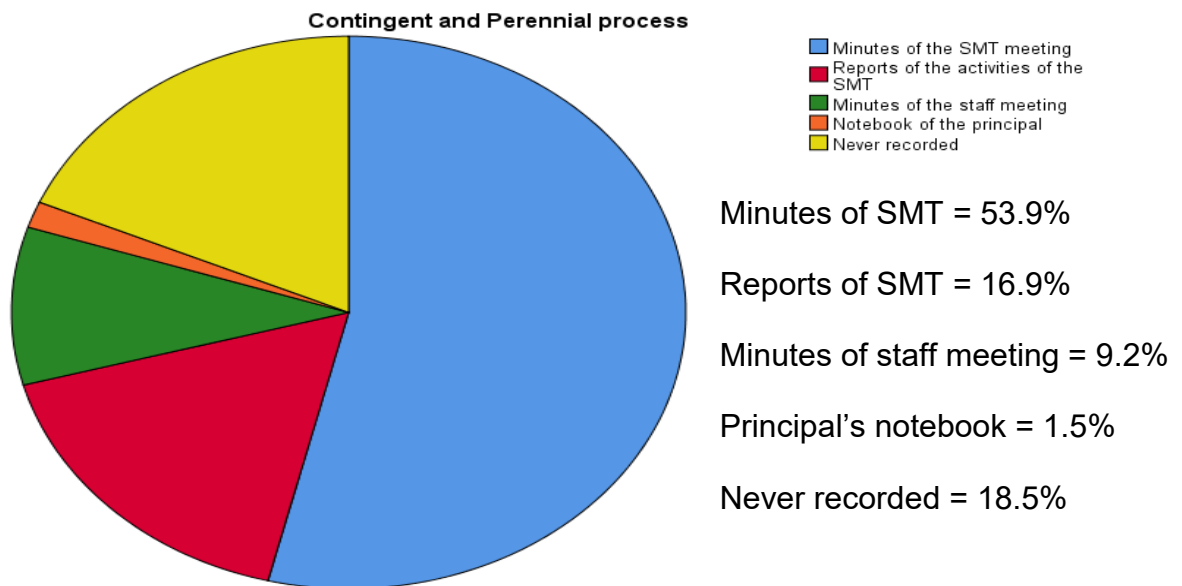


Figure 4.5: Pie chart display – Analysis of question 5 – Contingent and perennial process

The following analysis is on question 6 of the questionnaire, whether the participating schools operated as self-managing schools.

F. Analysis of question 6: Self-managing school

Table 4.5 shows the analysis for question 6, which assessed participants views on whether their schools were self-managing.

Table 4.4: Analysis of question 6 – Self-managing school

Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
6.1	Decision-Making	1. Principal alone	26	130	6	4.6%	-
		2. Principal and deputy principal			5	3.8%	-
		3. Principal, deputy and some HODs			16	12.3%	-
		4. Whole SMT			51	39.2%	-
		5. Whole staff			52	40%	5
6.2	Influence by district	1. Very frequently	26	130	23	17.7%	-
		2. Frequently			35	26.9%	-
		3. Occasionally			50	38.5%	3
		4. Rarely			17	13.1%	-
		5. Never			5	3.8%	-
6.3	Involvement in school activities	1. Very frequently	26	130	13	10%	-
		2. Frequently			32	24.6%	-
		3. Occasionally			52	40%	3
		4. Rarely			24	18.5%	-
		5. Never			9	6.9%	-

Relating to question 6.1, Table 4.5 shows that the decisions in most participating schools were taken by the whole SMT and the whole staff. This was a positive move towards being self-managing schools. In this sense, responses 4 and 5 were joined together to

give one frequency score ($51 + 52 = 103$). Thus, 103 (79.2%) participants indicated that the decisions in their schools were taken by both SMT members and the whole staff, while 27 (20.8%) participants indicated otherwise.

Furthermore, for questions 6.2 and 6.3, respective analyses showed that the district personnel occasionally influenced decisions taken at the school and were also occasionally involved in the activities of the secondary schools. This was also confirmed by the mode of 3 in both cases; thus, the scores were grouped around response 3, which reflected occasional influence or involvement in school activities by the district. As can be seen in the table (question 6.2), 58 (44.6%) participants indicated that the district personnel either very frequently or frequently influenced decisions taken by the school, but 22 (16.9%) participants indicated that the district either rarely or never influenced decisions taken by the school. In other words, almost 50% of the sampled SMT members indicated that Motheo District personnel influenced the decisions taken at the school level, while the minority indicated that the district did not influence decisions taken at school level.

In addition, 45 (34.6%) participants showed that Motheo District personnel were frequently to very frequently involved in the activities of their schools, whereas 33 (25.4%) participants indicated that the district personnel were either rarely or never involved in the school activities. In short, the above influence and involvement of Motheo District in the participating secondary schools may affect the concept of self-managing school either positively or negatively. This issue will be discussed in detail under the interpretation of the results. The discussion on the appropriate implementation of the SMP is continued below.

G. Analysis of question 7: Performance-based budget

Table 4.6 contains the results of the analysis of question 7, which was related to performance-based budget.

Table 4.5: Analysis of question 7 – Performance-based budget

Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
7.1	Budget based on enrolment	1 Strongly agree 2. Agree 3. Not sure 4. Disagree 5 Strongly disagree	26	130	73 44 12 0 1	56.2% 33.8% 9.2% 0 0.8%	1 - - - -
7.2	Incentives for improved performance	1 Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	26	130	34 42 34 7 13	26.2% 32.3% 26.2% 5.4% 10%	- 2 - - -
7.3	Rewards for best performance	1 Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree	26	130	15 38 31 23 23	11.5% 29.2% 23.9% 17.7% 17.7%	- 2 - - -

As can be seen in Table 4.6 (question 7.1), 117 (90%) participants agreed that the funds given to schools were based on the number of learners enrolled in each school, whereas 13 (10%) participants were either not sure or strongly disagreed with this statement. Additionally, for question 7.2, 76 (58.5%) participants agreed that the DBE provided incentives for improved school performance, while 54 (41.5%) participants indicated that they were not sure about or disagreed with this. For question 7.3, 53 (40.8%) participants agreed that the DBE assigned rewards for best-performing secondary schools. On the other hand, 77 (59.2%) participants were not sure of or disagreed with this issue. These

77 participants were the majority of the sampled SMT members. Their thoughts on this issue may have contributed to the inappropriate implementation of the SMP. The same is seen in the participation of these secondary schools in market-like conditions, as discussed next.

H. Analysis of question 8: Market-like conditions

Question number 8(a–e) of the questionnaire tested if there were any threats to the survival of the participating secondary schools. Threats for survival will force secondary schools to compete in market-like conditions (Hansen and Ferlie, 2016:4). Analysis of this question is depicted in Table 4.7.

Table 4.6: Analysis of question 8 – Market-like conditions

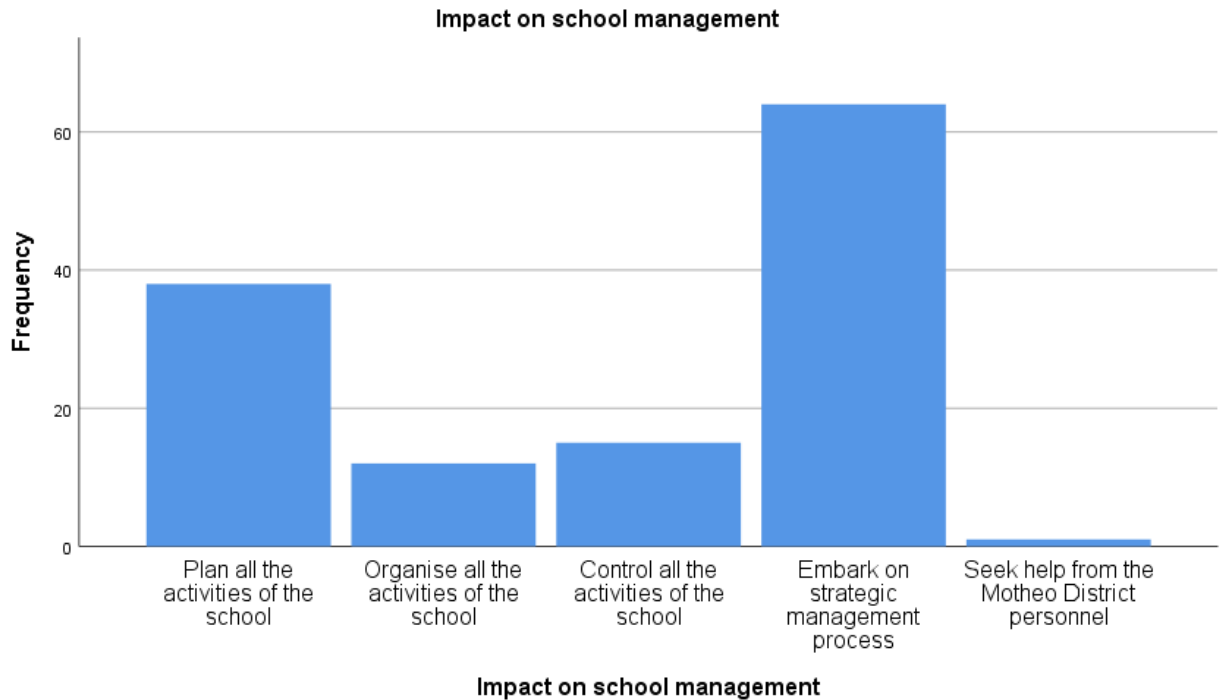
Question number	Variable tested	Type of answers chosen	Number of schools	Number of cases	Frequency	Percentage	Mode
8(a)	Threat by nearby school	1. Not a threat	26	130	105	80.8%	1
		2. Small threat			16	12.3%	-
		3. Adequate threat			7	5.4%	-
		4. Strong threat			2	1.5%	-
8(b)	Threat by businesses	1. Not a threat	26	130	78	60%	1
		2. Small threat			31	23.8%	-
		3. Adequate threat			14	10.8%	-
		4. Strong threat			7	5.4%	-
8(c)	Threat by political organisations	1. Not a threat	26	130	91	70%	1
		2. Small threat			25	19.2%	-
		3. Adequate threat			13	10%	-
		4. Strong threat			1	0.8%	-
8(d)	Threat by community	1. Not a threat	26	130	89	68.5%	1
		2. Small threat			26	20%	-
		3. Adequate threat			11	8.5%	-

	organisations	3. Adequate threat 4. Strong threat			4	3.1%	-
8(e)	Threat by other public organisations	1 Not a threat 2. Small threat 3. Adequate threat 4. Strong threat	26	130	91 31 8 0	70% 23.8% 6.2% 0	1 - - -

Table 4.7 shows that, on average (that is: $105 + 78 + 91 + 89 + 91 = 454/5 = 90.8$, rounded off to 91), 91 (70%) participants indicated that there were no threats for their secondary schools in relation to nearby secondary schools, business organisations, political organisations, community organisations and other public organisations. This number is very high, which implies that there was no need for their secondary schools to compete in market-like conditions. On the other hand, on average (that is: $25 + 52 + 39 + 41 + 39 = 196/5 = 39.2$, rounded off to 39) 39 (30%) participants indicated to some degree or another that there were threats for their secondary schools from the above organisations. By implication, these secondary schools were forced to participate in market-like conditions. This participation in market-like conditions contributes positively to the impact of the SMP on the school management, as will be seen next.

I. Analysis of question 9: Impact of the SMP on school management

Question 9 assessed the impact of the SMP on school management. The results are depicted in Figure 4.6.



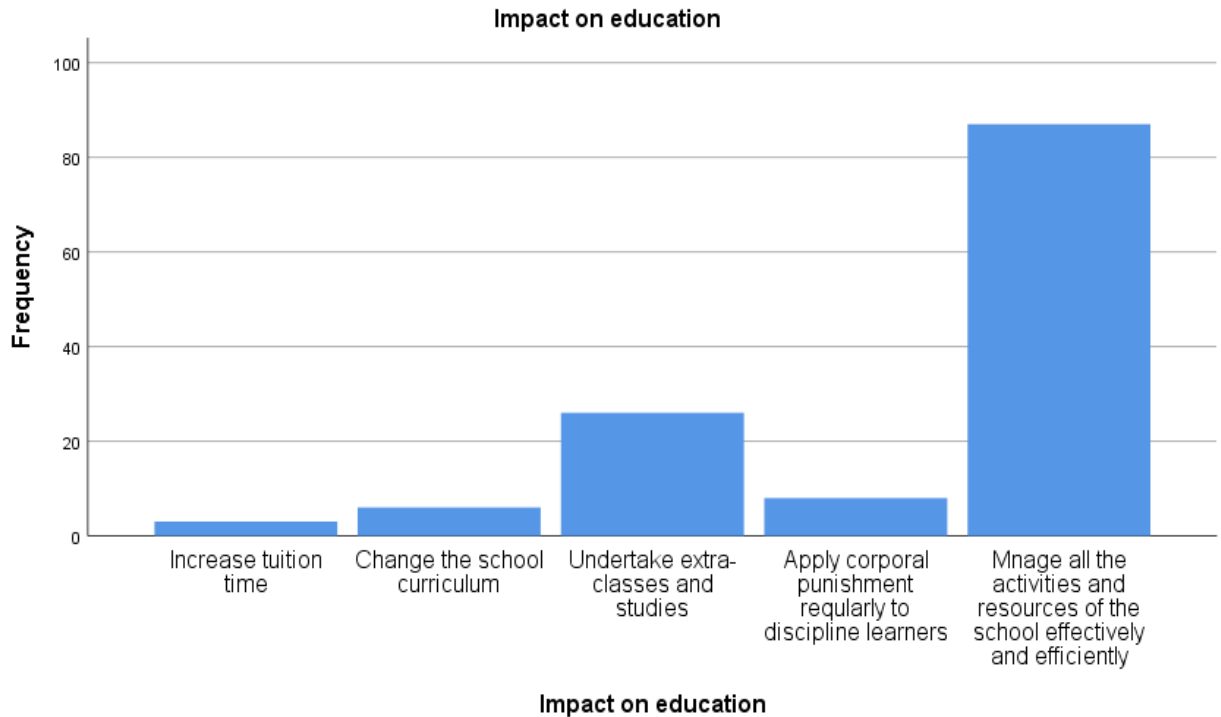
Plan all the activities of the school = 29.2%; Organise all the activities of the school = 9.2%; Control all the activities of the school = 11.6%; Embark on SMP = 49.2%; Seek help from district = 0.8%

Figure 4.6: Bar chart display – Analysis of question 9 – Impact of the SMP on school management

According to the statistical analysis displayed in the bar chart in Figure 4.6, 64 (49.2%) participants agreed that the implementation of the SMP contributed a lot to effective and efficient school management. This finding is corroborated by West-Burnham (1994, in Thurlow et al., 2003:191). On the very same note, 66 (50.8%) participants chose other options and thereby disagreed that the implementation of the SMP contributed to effective and efficient school management. This is a high number of participants who did not know the impact of the SMP on their secondary schools. As such, these participants may not see any need to implement the SMP in their secondary schools. These results are in contrast with the results of question 10, which related to the impact of the SMP on the education of learners, as displayed below.

J. Analysis of question 10: Impact of the SMP on education

The results analysed for this question are displayed in Figure 4.7.



Increase tuition time = 2.3%; Change school curriculum = 4.6%; Undertake extra classes = 20%; Apply corporal punishment = 6.2%; Manage school effectively and efficiently = 66.9%

Figure 4.7: Bar chart display – Analysis of question 10 – Impact of the SMP on education

Analysis of this question showed that 87 (66.9%) participants agreed that effective and efficient school management impacted strongly on the education of the learners, thus providing quality education (Botha, 2013:5). On the very same token, 43 (33.1%) participants disagreed with the above notion, deciding to choose other options that were not in line with the above notion. In other words, this third of the participants did not know that effective and efficient school management was one of the contributors to quality education. The quantitative data analysis results discussed above are further interpreted in the next section of this chapter.

4.2.2 Interpretation of the analysed data and results

Creswell and Clark (2018:216) state that after presenting the findings, the researcher ought to interpret the meaning of the findings. In this sense, the above-discussed analyses of the collected quantitative data were interpreted based on the five constructs

of the research title and research problem of this study (Creswell and Clark, 2018:216). These five constructs were strategy formulation, the implementation of the SMP, the consistent implementation of the SMP, the appropriate implementation of the SMP and the impact of the SMP on school management and quality education. The research problem of this study is the inconsistent and inappropriate implementation of the SMP by SMTs of historically disadvantaged public secondary schools in Motheo District. At the very same token, the interpretation is also done in line with the secondary research questions of this study, in order to check whether the results of the analysed data answered these research questions (Creswell and Clark, 2018:216).

4.2.2.1 Interpretation of the results: Research title and research problem

As indicated above, interpretation of the analysed data and results, in this section, were based on the five constructs of the research title and research problem.

A. Formulation of strategy

Questions 1, 2 and 3 of the questionnaire addressed the issue of the formulation of strategy. As seen in the exploration of the data above, the responses of the sampled SMT members in questions 1 and 2 showed that all 26 historically disadvantaged public secondary schools had vision and mission statements. In this regard, it was expected that all 130 participating SMT members of these 26 secondary schools ought to formulate a strategy to realise their school's vision or future. This was not the case, though, as only 84 (64.6%) participants indicated formulating a strategy, while the other 46 (35.4%) indicated planning the activities of the school. As such, the latter number of participants did not implement the SMP, as formulation of a strategy is the second phase of the SMP model (Lazenby, 2018:9). It needs to be noted that these 46 participants did indicate their schools having vision and mission statements; thus, they applied the first phase of the SMP model, but not the second. In other words, these SMT members tried to implement the SMP but did not continue to apply the other three phases of the SMP. In this sense, these 46 SMT members implemented the SMP inconsistently, as they were not consistent with the phases of the SMP model. In short, 84 (64.6%) participants were consistent in their implementation of the SMP, whereas 46 (35.4%) were inconsistent. Simply, some

SMT members of historically disadvantaged public secondary schools in Motheo District inconsistently implement the SMP. This was the research problem this study sought to address. This issue is further elaborated in the next section of this discussion.

B. Implementation of the SMP

In the questionnaire, questions 4.1, 4.2 and 4.3 dealt with the implementation of the SMP by SMTs. The results of the data analysis showed that 113 (86.9%) participants knew what was meant by the SMP, but that only 88 of these (67.7%) implemented the SMP. Of these 88, 72 (55.4%) followed an SMP model to implement the SMP. In this regard, authors such as Ferlie and Ongaro (2015:92) and Lazenby (2018:303) argue that in order for public organisations to implement the SMP successfully, they ought to follow an SMP model (with its four phases). This implies that secondary schools as public organisations need to follow an SMP model in order to implement the SMP successfully. Therefore, out of the 113 (86.9%) participants who knew about the SMP, 88 (67.7%) managed to implement the SMP, whereas only 72 (55.4%) followed an SMP model when implementing the SMP. Thus, 72 (55.4%) participants implemented the SMP properly with a required model, while 16 (88 - 72) participants implemented the SMP yet without a model. As such, these 16 sampled SMT members did not implement the SMP properly. Therefore, out of the 130 sampled SMT members, 72 (55.4%) properly implemented the SMP, while 58 (44.6%) either implemented it improperly or not at all. These 58 sampled SMT members confirmed the research problem this study intended to address.

C. Consistent implementation of the SMP

In Chapter 2 of this study, I mentioned three conditions of the SMP model that ensured the consistent implementation of the SMP. These conditions were (1) that the implementation of the SMP ought to follow either the prescriptive approach or the emergent approach or both, (2) the SMP ought to be implemented as a dynamic process and (3) the implementation of the SMP ought to be a contingent and perennial process. In regard to the first condition, 84 (64.6%) participants indicated that they followed the emergent approach, while 61 (46.9%) followed the prescriptive approach. It was mentioned in the previous section that to implement the SMP successfully, an SMP model ought to be followed. As such, there is confusion in this regard. It was indicated above

that 72 (55.4%) participants implemented the SMP by following an SMP model. As such, 84 (64.6%) participants indicated following an SMP model, yet only 72 (55.4%) indicated following the emergent approach. Since 72 participants indicated following an SMP model, 61 participants indicated following the prescriptive approach, which leaves 11 (72 - 61). It may be that these 11 overlap with those who indicated following the emergent approach. This shows that there was confusion between these two approaches, and this confusion is to be explained by the qualitative phase. In short, 72 (55.4%) participants followed the prescriptive and/or emergent approach and 58 (44.6%) either did not follow any approach or did not implement the SMP at all. This confirms the research problem of this study.

The second condition of the SMP model is that the SMP ought to be implemented as a dynamic process. The analysed results showed that 90 (69.2%) participants implemented the SMP as a dynamic process. It was, however, indicated earlier that only 72 (55.4%) participants implemented the SMP following an SMP model, implying that only 72 (55.4%) participants could implement the SMP as dynamic process. In this regard, 58 (44.6%) participants either did not implement the SMP as a dynamic process or they did not implement the SMP at all in their schools. This was also in line with the research problem of this study.

The third and last condition of the SMP model is that when the SMP is implemented, it ought to be a contingent and perennial process. The analysed results showed that 104 (80%) participants implemented the SMP as a contingent and perennial process. However, but it was shown that 72 (55.4%) participants implemented the SMP following an SMP model, who are also the ones who properly implemented the SMP. This implies that only 72 (55.4%) participants implemented the SMP in their secondary schools as a contingent and perennial process, while 58 (44.6%) did not implemented the SMP as a contingent and perennial process. This was the concern this study intended to address.

In conclusion, 72 (55.4%) sampled SMT members consistently implemented the SMP because they followed an SMP model which helped them to adhere to the three conditions that were required to implement the SMP. In contrast, 58 (44.6%) sampled SMT members either did not implement the SMP consistently or did not implement the SMP at all. This

confirmed the research problem of this study, which was the inconsistent implementation of the SMP by SMTs of the historically disadvantaged public secondary schools in Motheo District. This was the research problem this study sought to address. The following section interprets whether the SMP was implemented appropriately by participants.

D. Appropriate implementation of the SMP

In Chapter 2 of this study, I mentioned that the school settings of the historically disadvantaged public secondary schools ought to change to be appropriate for the implementation of the SMP. In this sense, there are three conditions that reform these school settings, namely: these secondary schools need to be self-managing schools; the allocation of funds needs to be based on performance; and these secondary schools ought to compete in a market-like environment.

i. Self-managing school

For secondary schools to be self-managing schools, the school decisions need to be taken by the whole staff, while management decisions ought to be taken by the SMT (Botha, 2013:58; Bush, 2011:72; Van der Westhuizen, 2013:99). According to the results of the analysed data, 103 (79.2%) participants agreed that management decisions were taken by the whole staff and the SMT. However, 108 (83.1%) participants indicated that Motheo District personnel frequently or occasionally influenced these school decisions. Lastly, 97 (74.6%) participants showed that Motheo District personnel were frequently or occasionally involved in the activities of the school. These two latter scores showed that the majority of secondary schools are not self-governing schools. Thus, district personnel influence the decisions taken by schools, and the district is also involved in the activities of the schools. The district's interference affected the notion of self-managing school, implying that most participants did not regard their schools as self-managing schools.

On the other hand, 22 (16.9%) participants agreed that the district either rarely or never influenced the decisions of the school, and 33 (25.4%) indicated that the district was rarely or never involved in the activities of the school. These two scores showed that the minority of the sampled SMT members agreed that the district did not influence the decisions of the school, and that it was not involved in the activities of their schools. In other words,

they agreed that their schools were self-managing schools. In short, the majority of the sampled secondary schools were not self-managing schools, while the minority of the schools were self-managing schools. This negatively affects the appropriate settings of these historically disadvantaged public secondary schools. This is in contrast with the condition of performance-based budget, to be discussed below.

ii. Performance-based budget

The second condition that changes the school setting to be appropriate for the implementation of the SMP is performance-based budget. This entails that the government ought to allocate funds to schools based on their performance. The analysed results showed that 117 (90%) participants indicated that the government allocated funds to their schools based on the number of learners enrolled at each secondary school. In addition, 76 (58.5%) participants indicated that the government allocated incentives to secondary schools that had improved their performances. Furthermore, 53 (40.8%) participants agreed that the government provided rewards for the best-performing schools. To establish if these secondary schools were in line with this reform condition of the school setting, I had to add the above scores to determine the average, that is $117 + 76 + 53 = 246/3 = 82$. This showed that, on average, 82 (63.1%) participants agreed that the budgets of their secondary schools were based on their performance and were thus performance-based budgets. In this sense, this meant that the majority of the sampled SMT members agreed that their school settings complied with the condition of performance-based budget. This was positive for the school settings to be appropriate for the implementation of the SMP. On the contrary, by implication, 48 (130 - 82) (36.9%) participants indicated that their secondary school budgets were not based on performance. This implies that their school settings did not comply with the condition of performance-based budget. This was also reflected in the analysis of the condition of market-like conditions, as discussed next.

iii. Market-like conditions

This reform condition of the school setting requires that the school ought to compete in market-like conditions to increase its competitive advantage (Hansen and Ferlie, 2016:4). Schools will thus compete for learners to enrol in their schools. The analysed results

showed that 39 (30%) participants indicated that there was a threat/s for survival for their secondary schools from one or more of the following: nearby secondary school, nearby businesses, political organisations, community organisations and other public organisations. This implies that these secondary schools ought to compete in market-like conditions in order to survive by increasing their competitive advantage. In contrast, 91 (70%) participants indicated that there were no threats for their secondary schools by the abovementioned organisations. In other words, there was no need for their secondary schools to compete in market-like conditions to increase their competitive advantage. This might contribute to their school settings to be inappropriate for the implementation of the SMP.

To establish if these secondary schools were in line with the reform conditions of the school setting, I had to add the scores for the three conditions to determine the average, that is $97 + 82 + 39 = 218/3 = 73$. Thus, in short, on average, 73 (56.2%) participants indicated that their secondary schools complied with the three conditions of reform which could reform their school settings. This implies that their secondary schools had school settings that were appropriate for the implementation of the SMP. However, earlier in this section, it was mentioned that only 72 (55.4%) participants implemented the SMP in their secondary schools. As such, it is proper to conclude that 72 (55.4%) implemented the SMP appropriately in their schools. This implies that the majority of the SMTs of historically disadvantaged public secondary schools in Motheo District have school settings that are appropriate for the implementation of the SMP.

On the contrary, by implication, on average, 57 ($33 + 48 + 91 = 172/3$) (43.8%) participants indicated that their secondary schools did not comply with the above three reform conditions, and that their school settings were thus not appropriate for the implementation of the SMP. Again, earlier in this discussion, it was mentioned that 58 (44.6%) participants did not implement the SMP; thus, they also did not implement the SMP appropriately in their schools. This shows that the minority of the SMTs in historically disadvantaged public secondary schools in Motheo District do not have school settings that are appropriate for the implementation of the SMP. This was the research problem this study intended to address. This problem has caused some SMT members to fail to realise the

impact of the SMP on their school management and quality of education. This will be discussed next.

E. Impact of the SMP

Authors such as Louw and Venter (2006:20) and West-Burnham (in Thurlow et al., 2003:191) concur that if the SMP is implemented consistently and appropriately, this impacts on school management. This implies that the SMP contributes to effective and efficient school management. This effective and efficient school management can provide and sustain quality education to the learners in historically disadvantaged public secondary schools (Thurlow et al., 2003:117). A large portion of the sampled SMT members disagreed with the above issues.

The analysed results showed that 64 (49.2%) participants agreed that the SMP contributed to effective and efficient school management. In addition, 87 (66.9%) indicated that effective and efficient school management enabled the provision of quality education to the learners. On average, thus, 76 ($64 + 87 = 151/2 = 75.5$, rounded off to 76) (58.5%) participants agreed that the SMP has an impact on school management, which, in turn, contributes to the provision of quality education. On the other hand, as was mentioned earlier in this discussion, 72 (55.4%) participants implemented the SMP in their schools. It is thus proper to conclude that this latter number of participants realised the impact of the SMP on their school management and in the provision of quality education.

In contrast to the above findings, 66 (50.8%) participants showed that they did not agree that the implementation of the SMP contributed towards effective and efficient school management. Additionally, 43 (33.1%) participants indicated that effective and efficient school management was unable to provide and sustain quality education. In short, on average, thus, 55 ($66 + 43 = 109/2 = 54.5$, rounded off to 54) (41,5%) participants indicated that the SMP did not impact on school management and that this enabled the SMT to provide quality education to the learners. However, as was mentioned earlier, 58 (44.6%) participants did not implement the SMP in their secondary schools. As such, this latter number of participants did not realise the impact of the SMP on school management and on the provision of quality education to the learners. This is worrisome, because this

may be the reason why some SMTs failed to implement the SMP in their secondary schools. As such, this ought to be explained further by the qualitative phase.

In short, 72 (55.4%) of the 130 sampled SMT members implemented the SMP consistently following an SMP model, while 58 (44.6%) implemented the SMP inconsistently or not at all. In the same way, 72 (55.4%) of the 130 sampled SMT members implemented the SMP appropriately, but 58 (44.6%) implemented the SMP inappropriately. On average, this implies that 72 ($72 + 72 = 144/2$) (55.4%) participants consistently and appropriately implemented the SMP. The research problem of this study was, however, related to the 58 (44.6%) participants who inconsistently and inappropriately implemented the SMP in their secondary schools. Thus, this was the problem this study sought to address through this research. In support of the above interpretation, this study managed to answer some of the research questions of this research study.

4.2.2.1 Interpretation of the findings: Research questions

Creswell and Clark (2018:216) state that the quantitative results are interpreted to check if the research questions asked had been answered. In this sense, I interpreted the results of this quantitative phase by checking which secondary research questions of this study had been answered by the quantitative findings. Below, I discuss each secondary research question and whether or not it had been answered by the findings.

1. Which SMT members in the historically disadvantaged public secondary schools in Motheo District formulate strategies to attain to their schools' mission and vision statements?

The quantitative findings showed that 84 (64.6%) of the sampled SMT members formulated strategies to attain to their school's vision and mission statements. This implies that 46 (35.4%) did not formulate strategies, but opted instead for planning the whole school's activities in order to attain to their school's vision and mission statements.

2. Which SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP?

According to the quantitative findings, 72 (55.4%) of the sampled SMT members implemented the SMP in their secondary schools, while 58 (44.6%) failed to implement the SMP in their schools.

3. How do these SMT members in the historically disadvantaged public secondary schools in Motheo District implement the SMP in their secondary schools?

The quantitative findings showed that 72 (55.4%) of the sampled SMT members consistently and appropriately implemented the SMP in their historically disadvantaged public secondary schools. Thus, 58 (44.6%) either did not consistently and appropriately implement the SMP or did not implement it at all.

- 5 Why is it important for SMT members of historically disadvantaged public secondary schools to consistently and appropriately implement the SMP?

The above quantitative results showed that 72 (55.4%) of the sampled SMT members agreed that the consistent and appropriate implementation of the SMP had a positive impact on school management, and, in turn, that the school management was thus enabled to provide quality education to the learners. This implies that the importance of implementing the SMP consistently and appropriately, according to the 72 (55.4%) sampled SMT members, was that it contributed towards effective and efficient school management, which was, in turn, able to ensure quality education to the learners in historically disadvantaged public secondary schools in Motheo District.

Although four of the secondary research questions could be answered by the quantitative results, the primary research question and one secondary research question (no. 4) were not answered by the quantitative results. These will be answered in the next chapter as they need the results of both the quantitative and qualitative phases in order to be answered properly. At this point of my discussion, I will discuss the issue of the quality of the above analysed qualitative data and findings.

4.2.3 Assessing validity and reliability

Adams and Lawrence (2015:90) state that validity and reliability may be used to assess the quality of the measures employed to collect and analyse data. In this regard, I chose

to employ validity and reliability to assess the quality of the quantitative data collected and the quantitative results. These two methods of quality assessment will be discussed in this section.

4.2.3.1 Validity

I employed validity in the quantitative phase to assess if I had managed to measure the variables I studied in this research study (Lawson et al., 2019:120). In this sense, I employed face validity. Adams and Lawrence (2015:93) state that face validity is used to “judge whether something measures what it is supposed to measure”. In other words, the questions of the questionnaire ought to have the appearance of measuring what they intend to measure (Lawson et al., 2019:121). Simply, these questions ought to contain the concepts I was measuring. In this sense, each question of the questionnaire contained one or more of the five important concepts of this study’s research title. These were: formulation of strategy, implementation of the SMP, consistent implementation of the SMP, appropriate implementation of the SMP, and the impact of the SMP on school management and quality education. Simply, when a person thus looks at the ten questions of the questionnaire, they might know what the questionnaire was measuring. By incorporating the five important concepts into the questionnaire, I had thus managed to successfully employ this instrument to collect data from the sampled SMT members in order to be able to measure the variables I was studying in this quantitative phase of the study. This implies that the questionnaire was a valid instrument that measured the important variables of the quantitative phase of this study. This is confirmed by the next discussion on reliability.

4.2.3.2 Reliability

Maree (2016:235) defines reliability as a measurement that measures if the instrument used in data collection is repeatable and consistent. In this study, I employed reliability to assess the consistency of the questionnaire that I had used to collect data from the sampled SMTs (Adams and Lawrence, 2015:90). In addition, I employed reliability to assess if the questionnaire would produce the same responses when administered for the second time to the very same sampled SMT members. In line with this statement, I

subsampled and retested 3 SMTs from 3 of the secondary schools on the list of 26 secondary schools that were sampled during the first administration of the questionnaire. I chose to sample only 3 secondary schools out of the 26 initially sampled secondary schools due to the timeframe I was given by the Free State DBE to visit these secondary schools to undertake this study, which was from the beginning of July 2019 to the end of September 2019. In these three secondary schools, I administered the same questionnaire to these three SMTs who had also participated during the initial administration of this questionnaire. Thus, I had done a test-retest administration of this questionnaire.

Regarding administering a test-retest of the questionnaire, I employed what Colton and Covert (2007:76–77) call percentage of agreement between the first test and the second test. Percentage of agreement is a measure of reliability which assesses the consistency of the responses over time. In other words, this measure uses the percentage to compare the second responses to the first ones. It checks the percentage of agreement between the first test and the second test – whether the second responses agree or are the same as the first responses. In this regard, the formula used for this is $\frac{a + b}{a + c + b} \times 100\% = \text{percentage of agreement}$, where **a** stands for the total number of positive response, **b** stands for the total number of neutral responses and **c** stands for the total number of negative responses.

The above formula was used on each of the three schools, implying that I used it to assess the percentage of agreement of the first and the second test of each school. The school were respectively named School A, School B and School C. At School A, I administered both tests to six SMT members, at School B to seven SMT members and at School C to seven SMT members. It must be noted that I administered the same questionnaire in the second test that I had initially tested on the 130 sampled SMT members. Tables 4.8 to 4.10 indicate the frequencies for both tests for Schools A, B and C, respectively. Below each table, I show how I calculated the percentage of agreement for each school.

Table 4.7: School A – Analysis of first test and second test (Frequencies)

Test	Agree = a	Neutral = b	Disagree = c
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First test	71	5	25
Second test	76	10	15
Total	147	15	40

a = 147, b = 15 and c = 40

The percentage of agreement for School A was calculated as follows: $a + c/a + c + b \times 100\%$; thus $147 + 40/147 + 40 + 15 = 187/202 = 0.92 \times 100\% = 92.6\%$. The percentage of agreement for School A was thus 92.6%. Thus, the percentage of agreement between the first test and the second test was 92.6%, implying that for School A, the results of the first test are 92.6% similar to the results of the second test.

Table 4.8: School B – Analysis of first test and second test (Frequencies)

Test	Agree = a	Neutral = b	Disagree = c
First test	84	13	21
Second test	80	14	24
Total	164	27	45

a = 164, b = 27 and c = 45

The percentage of agreement for School B was calculated as follows: $a + c/a + c + b \times 100\%$; thus $164 + 45/164 + 45 + 27 = 209/236 \times 100\% = 88.6\%$. The percentage of agreement for School B was thus 88.6%. Thus, percentage of agreement between the first test and the second test was 88.6%, implying that for School B, the results of the first test are 88.6% similar to the results of the second test.

Table 4.9: School C – Analysis of first test and second test (Frequencies)

Test	Agree = a	Neutral = b	Disagree = c
First test	92	5	21
Second test	85	3	30
Total	177	8	51

a = 177, b = 8 and c = 51

The percentage of agreement for School C was calculated as follows: $a + c/a + c + b \times 100\%$; thus $177 + 51/177 + 51 + 8 = 228/236 \times 100\% = 96.6\%$. The percentage of agreement for School C was thus 96.6%. Thus, the agreement between the first test and

the second test was 96.6%, implying that for School C, the results of the first test are 96.6% similar to the results of the second test.

The average percentage of agreement for these three secondary schools combined is calculated by adding the three percentage of agreement scores and dividing them by three: thus $92.6\% + 88.6\% + 96.6\% = 277.8\%/3 = 92.6\%$. This means that the similarity between the results of all the first tests and all the second tests is 92.6%. Thus, the questionnaire produced 92.6% of the same results in the second test as it had done in first test. This shows that the questionnaire was repeatable and consistent in producing the same results. As such, the questionnaire that was administered in the quantitative phase to collect data was reliable.

In conclusion, the questionnaire as a tool employed to collect data in this phase was a valid instrument for the quantitative phase, and it was also a reliable instrument for this phase. Therefore, the results of the quantitative phase came from a valid and reliable data collection instrument and are therefore also valid and reliable. At this point of this discussion, it is important to highlight the quantitative results that need to be explained by the qualitative phase of this research study. From the presentation, discussion, interpretation and quality assurance of the above quantitative results, I identified five points that needed further explanation by the qualitative phase, as these results were unclear, surprising and unexpected – thus dubious (Creswell and Clark, 2018:191).

4.2.4 Dubious points of the quantitative results that ought to be explained by the qualitative phase

After the above quantitative data analysis and interpretation of the results, I noted and recorded the statistical quantitative results that needed further exploration through the qualitative phase (Creswell, 2015:38). From the above quantitative results, there were thus dubious (unclear, surprising and unexpected) points that ought to be explained through the qualitative phase (Creswell and Clark, 2018:191). Therefore, the purpose of undertaking the qualitative phase as phase two was to explain the dubious points of the results of the quantitative phase as phase one of this mixed methods research (Leavy,

2017:172). In this sense, I identified five dubious points of the quantitative results that needed to be explained by the qualitative phase. These are discussed next.

4.2.4.1 The first dubious point of the quantitative results

In the quantitative results above, 84 (64.6%) sampled SMT members indicated that they formulated a strategy to attain to their school's mission and vision statements, whereas 46 (35.4%) showed that they just planned the annual activities of their schools to attain to the mission and vision of their schools. It was unclear and unexpected how these 46 (35.4%) sampled SMT members could achieve their school vision and mission statements by just planning the annual activities of their schools. As such, I contented that this quantitative result needed to be explained through face-to-face semi-structured interviews, which was the method of data gathering in the qualitative phase. The above notion is the same for the second dubious quantitative result, to be discussed next.

4.2.4.2 The second dubious point of the quantitative results

Eighty-eight (67.7%) of the sampled SMT members indicated that they implemented the SMP in their secondary schools, but only 72 (55.4%) followed an SMP model in its implementation. In other words, 16 (12.3%) sampled SMT members implemented the SMP without following any SMP model. According to authors such as Ferlie and Ongaro (2015:10), Hansen and Ferlie (2016:2) and Lazenby (2018:9), it is not possible for any public organisation to implement the SMP without following an SMP model. As such, this result was surprising and unclear. Hence, it is important to use the qualitative phase to explain it.

4.2.4.3 The third dubious point of the quantitative results

Eighty-four (64.6%) of the participants indicated that they followed the emergent approach, while only 72 (55.4%) participants followed an SMP model to implement the SMP. In other words, 12 (9.2%) participants followed the emergent approach without applying an SMP model. This is not possible, since when using an SMP model, one has to follow either the emergent approach or the prescriptive approach (Lazenby, 2018:8). As such, if only 72 participants followed an SMP model, the figure for those using the

emergent approach cannot be larger than this. In this sense, this result was unclear and surprising. Therefore, it needed to be explained by the qualitative phase undertaken in this study. This was also the case with the fourth dubious quantitative result, as discussed below.

4.2.4.4 The fourth dubious point of the quantitative results

The results from the quantitative phase showed that 104 (80%) of the sampled SMT members indicated that they implemented the SMP as a contingent and perennial process. According to Ferlie and Ongaro (2015:10), implementing the SMP as a contingent and perennial process is possible if an SMP model is followed and recorded properly. As seen above, only 72 (55.4%) of the sampled SMT members indicated following an SMP model, implying that 32 (24.6%) sampled SMT members implemented the SMP as a contingent and perennial process without following any model. This result was unclear and unexpected and, as such, needed to be explained by phase two of this study – the qualitative phase. The fifth and last dubious quantitative result, discussed below, also followed the above perception.

4.2.4.5 The fifth dubious point of the quantitative results

Lastly, 58 (44.6%) of the sampled SMT members indicated that the SMP did not contribute to effective and efficient school management, and that it did not lead to the provision of quality education. It was unclear and unexpected why these SMT members disagreed with the notion that the implementation of the SMP contributed towards effective and efficient school management. As such, the above result needed to be explained through face-to-face semi-structured interviews, the tool for collecting qualitative data for this study.

Briefly, the above-discussed five dubious points of the quantitative results formed the basis of the questions to be asked during the semi-structured interviews of the qualitative phase as phase two of this study. It is important to note that this is the stage where the quantitative phase is integrated (mixed) with the qualitative phase to form one research study known as a mixed methods research study. Creswell (2015:83) calls this integration an explanation of the data.

4.3 Phase Two: Qualitative Phase data analysis

4.3.1 Data analysis

In Chapter 3, I mentioned that this study followed the steps outlined by Creswell and Clark (2018:210) and Denscombe (2014:247) in order to analyse data in both phases of this study. These steps followed were: data preparation, exploration of the data, analysis of the data, interpretation and presentation of the analysed data, and quality of the data analysed and the findings. These steps were followed in the above section on the analysis of the quantitative data and were also followed in the qualitative data analysis.

4.3.1.1 Data preparation

Data preparation was done following four stages as identified by Harding (2019:147) and Creswell (2016:152). According to these authors, these stages are related to the analysis that was employed in this phase. These stages are data organisation, familiarisation with the data, data coding and identification of categories and themes.

A. Data organisation

The data gathered through audio-recording were transcribed to develop a database (Creswell, 2016:153). In the transcribed data, the proper names of the participants were replaced with their pseudonyms. As indicated earlier in this chapter, this was done to protect the participants and their schools. These pseudonyms will thus be used in this discussion. The data transcribed were edited to remove unnecessary repetitions, cues and exclamations; but the most and main original responses, their content and their context were kept. This helped me to become familiar with these data.

B. Familiarisation with the data

Harding (2019:120) emphasises that the researcher ought to “read and reread transcripts thoroughly before beginning analysis”. As such, I had to familiarise myself with the data in the database before I could begin analysing them. This helped in enhancing validity (Harding, 2019:120). This also helped in coding the data.

C. Data coding

After familiarising myself with the transcribed data, I determined the main contents of the participants' responses and assigned a code label to each type of content (Creswell, 2016:155). I did this by dividing the data in the database into segments and allocating a code to each segment (Creswell, 2016:155). I wrote notes in the margins of the interview transcripts to assist me (Harding, 2019:148). Thereafter, I identified similar codes and grouped them together to form categories. Then, out of these categories, I identified themes.

D. Identification of categories and themes

Harding (2019:148) states that in categorising, the researcher sorts and groups the data under subjects. In other words, similar codes are grouped together and given a subject. In this regard, I managed to collate similar codes into forming five categories. These are: strategy and planning, SMP model, emergent approach, contingent and perennial process and the impact of the SMP. Thereafter, I drew a table with each category as a subject, and entered participant responses related to the category into a column. (See Table 4.11 for an example to clarify the process I followed for the categories and themes.) Lastly, similar categories and participant responses were grouped together to form themes. The three themes I identified from similar categories were: theme 1: confusion between strategy and planning; theme 2: lack of knowledge and understanding; and theme 3: lack of training.

Table 4.10: Example of theme, category and responses

Theme 1: Confusion between strategy and planning		
Category: Strategy and Planning		
Responses in the form of actual words spoken by each participant, as transcribed		
PARTICIPANT A	PARTICIPANT B	PARTICIPANT C
"We are using both planning and strategy formulation. We interchange them ..."	"We plan our activities daily, weekly, monthly, quarterly and annually, but we don't formulate strategies ..."	"In our school, we plan the school activities. We use School Development Plan and School Improvement Plan ... but we don't formulate strategies"

It ought to be noted that I followed the same method as in the above example for the other four categories and two themes. In other words, I ended up with three themes that had similar categories as drawn from the five categories that were mentioned above. In this sense, I grouped and analysed similar categories under one specific theme. Thus, strategy and planning was grouped under theme 1; emergent approach and contingency and perennial process were grouped under theme 2; and SMP model and the impact of the SMP were grouped under theme 3. Each category has the actual words spoken by each participant as responses to the interview questions. Then, from the categories and themes, I was able to explore the data.

4.3.1.2 Exploration of the data

In this qualitative phase, data exploration means “reading through all of the data to develop a general understanding of the database” (Creswell and Clark, 2018:213). This exploration of the data was done on the data collected through the face-to-face semi-structured interviews, thus the transcribed data as database. These data explored confirmed the traits identified with the results of the quantitative phase. Thus, it confirmed that Participant A fell into the group that implemented the SMP; Participant B fell into the group that did not implement the SMP; and Participant C fell into the group that did not implement the SMP but implemented other school management processes. Again, through exploration, all three participants revealed that they preferred planning school activities rather than formulating strategies. It was also found that only Participant A and his SMT implemented the SMP following a model, even though this participant was not sure about this. This SMT also followed the emergent approach and made the SMP a contingent process, even though within a short period – two years. Furthermore, it was realised that this SMT implemented the SMP inconsistently, as they interchanged the formulation of strategy with planning. In contrast with Participant A’s endeavour to implement the SMP, both Participants B and C mentioned that they did not implement the SMP. As such, they also did not follow any SMP model. As a result of the above, all participants emphasised that they needed to be trained on how to implement the SMP consistently and appropriately. All the above, in this section, was also confirmed by data analysis, to be discussed in the next section.

4.3.1.3 Thematic analysis

In Chapter 3, I mentioned that I employed thematic analysis to analyse the data collected in this qualitative phase. In the discussion below, I analyse and discuss each theme in relation to its categories, that is the similar categories that were integrated under one theme.

Theme 1: Confusion between strategy and planning

A. Strategy and planning

When reading the responses under strategy and planning, as category, I realised that all three participants were confused about the purpose of using strategy formulation and planning the activities of the whole school (in this discussion referred to as strategy and planning) in their school management process. Participant A emphasised that “[w]e interchangeably use planning the activities of the school with the formulation of the strategies to achieve both our school’s mission and vision”. In other words, this participant together with his SMT members used both strategy formulation and planning of school activities. In contrast, Participant B stated that “[w]e plan all our activities daily, weekly, monthly, quarterly and annually; and this helps us to achieve our school’s mission and vision”. He also revealed that “[w]e have never formulated any strategy in our school”. Participant C indicated the same by saying: “In our school, we don’t formulate strategy, but we use SDP known as School Development Plan, and School Improvement Plan, abbreviated as SIP, to achieve our school’s mission and vision”. In this context, the SDP and SIP are different management processes for planning the activities of the school. As such, both Participants B and C showed that their SMTs did not formulate strategy, but were using planning to achieve the mission and vision statements of their schools. The above comparison and contrast support the claim that all three participants were unable to draw a line between strategy and planning.

Taking cognisance of the above discussion, strategy was defined, in Chapter 2, as a set of actions that leads to the achievement of the goals, mission and vision of the organisation (Hill, Jones and Schilling, 2017:4). Planning, on the other hand, as one of the main tasks of managers, determines the goals, mission and vision of the organisation

(Du Toit, Erasmus and Strydom, 2007:147). Thus, managers use planning to set the goals, mission and vision of the organisation, but they formulate strategies in order to achieve those goals, mission and vision of the organisation. In this context, the three participants showed that they did not know how to use strategy differently from planning. This was the reason why Participant A indicated that they interchanged these two management activities, while Participants B and C preferred to use planning and did not formulate strategy. In other words, all three participants understood planning the activities of their schools as a way to achieve the mission and vision of their schools. This is not in line with the above authors cited in this section. Strategy and planning supplement each other as management activities, but they are different in relation to their usage. Planning is used to determine the goals, mission and vision of an organisation, whereas strategy is used to achieve the goals, mission and vision of the organisation (Du Toit *et al.*, 2007:147; Hill *et al.*, 2017:4).

In the context of the latter statement, by interchanging strategy and planning, Participant A understood these two management activities to be the same. Again, Participants B and C understood planning as being used to achieve the mission and vision of their schools, hence no need for them to formulate strategy. Thus, according to these latter participants, strategy formulation was the same as planning the activities of their schools, as both can lead to the achievement of the mission and vision statements. The above statements reflect that all participants were confused about the individual use of these management activities in their schools. As such, this confusion affected negatively their endeavour to implement the SMP in their secondary schools.

Theme 2: Lack of knowledge and lack of understanding

Under this theme, I analyse and discuss participant responses dealing with the emergent approach and contingent and perennial process.

A. Emergent approach

In connection with the emergent approach, Participant A mentioned that *“I am not sure if we follow emergent approach, because we follow three steps when we formulate the strategies”*. He continued: *“Again, we also formulate strategies annually during these past*

two years". This implies that Participant A and his SMT members followed the emergent approach, in the sense that they formulated strategy annually and this within a short time period (one year) (Knupp, 2010:14). This was also supported by the notion that they formulated strategy when there was a need; hence, they interchanged strategy with planning, that is implementing the SMP as a *"trial and error process"* (Lazenby, 2018:11). In a different context, Participant B stated that *"we have never implemented SMP, we did not follow any approach, including this emergent approach"*. Participant C echoed this statement by saying, *"[w]e know nothing about this approach; as such, we did not follow it in any way. I want to repeat: We did not implement SMP at our school, and we did not follow any model"*. These two participants therefore did not follow the emergent approach.

In conclusion, Participant A did not understand what was meant by emergent approach; hence, he stated that *"I am not sure if we follow emergent approach"*. Similarly, Participants B and C did not understand what was meant by emergent approach. This was why Participant B revealed that *"we did not follow any approach"*, and Participant C that *"[w]e know nothing about this approach"*. Therefore, these three participants did not understand what was meant by emergent approach (lack of understanding), and therefore they either did not follow it or they did not know if they were following it. This lack of understanding manifested itself as lack of knowledge. Thus, all three participants did not know how to follow this emergent approach, as they did not understand what was meant by it. In short, a lack of understanding and knowledge was displayed by all three participants. This lack of understanding and knowledge was also realised in the second category under this theme.

B. Contingent and perennial process

In the context of the SMP being a contingent and perennial process, Participant A revealed that they *"relied too much on planning the activities of our school. We are not sure if we have implemented the SMP as a contingent and perennial process"*. As seen earlier, this participant indicated that they interchanged strategy formulation with planning, and this implies that the SMP was implemented as a contingent process. On the very same note, Participant A also indicated that they started implementing the SMP in 2017. This implies that they did not implement the SMP as a perennial process, because they

had implemented it for just two years. Simply, this participant and his SMT members managed to implement the SMP as a contingent process, but they did not implement it as a perennial process.

Contrarily, Participant B stressed that *“[w]e cannot regard SMP as a contingent and perennial process because we did not implement the SMP and its model”*. Participant C echoed this as he emphasised that *“[i]t is impossible to implement the SMP as contingent and perennial process because, firstly, we did not implement the SMP in our school. Secondly, we did not follow any SMP model”*. In this sense, on the one hand, these two participants did not implement the SMP as a contingent and perennial process, as they did not implement the SMP and did not follow an SMP model, as emphasised by Ferlie and Ongaro (2015:10) (in Chapter 2 of this study). On the other hand, Participant A’s school implemented the SMP by following a model, but they did not implement the SMP as a perennial process. However, Ferlie and Ongaro (2015:10) emphasise that when following an SMP model, the SMP will simultaneously be implemented as a contingent and perennial process. This again shows that Participant A and his SMT members were not consistent in following the SMP model, and this made them to be inconsistent in the implementation of the SMP. This inconsistency was the result of the lack of understanding and knowledge, as shown by all the participants.

Shortly, Participant A stated that both he and his SMT members were not sure if they implemented the SMP as a contingent and perennial process or not. By implication, this shows that they did not understand what was meant by contingent and perennial process. By the same token, Participants B and C, as they did not implement the SMP and did not follow any SMP model, would not be able to understand what was meant by contingent and perennial process. This also implies that they could not know how to implement the SMP as a contingent and perennial process. This notion is also applicable to Participant A, as he did not implement the SMP as perennial process, and this contributed to this participant together with his team to be inconsistent in following the SMP model. Briefly, this lack of understanding and knowledge can be attributed to lack of training, as is discussed below.

Theme 3: Lack of training

A. SMP model

In Chapter 2, I indicated that authors such as Ferlie and Ongaro (2015:1), Hansen and Ferlie (2016:3) and Lazenby (2018:10) agree that the implementation of the SMP by public managers requires following an SMP model. This implies that the SMTs as public managers ought to follow an SMP model when implementing the SMP in their schools. The participants interviewed addressed this theme differently. The main focus was on Participant A.

Participant A stressed that *“we follow three steps that include strategy formulation, implementation and assessment, but I am not sure if we do follow any SMP model”*. These three steps are similar to the three last phases of Lazenby’s (2018:10) model. This implies that Participant A and his SMT members followed an SMP model when implementing the SMP in School A. But it needs to be remembered that this participant indicated that *“[w]e interchangeably use planning the activities of the school with the formulation of the strategies to achieve both our school’s mission and vision”*. It can thus be concluded that Participant A and his team followed the SMP model inconsistently, as they interchanged strategy formulation with planning. This interchange led to this SMT implementing the SMP inconsistently. In contrast, Participant B mentioned that *“we did not implement the SMP at our school, and we know nothing about any SMP model”*. Likewise, Participant C indicated that they followed *“the procedures of implementing SDP and SIP, but not SMP model as we had never implemented SMP in our school”*. The responses of the two latter participants indicate that these two participants together with their SMTs did not implement the SMP in Schools B and C, respectively. In this regard, this was not in line with SASA, which, by implication, mandates SMTs as public managers to implement the SMP.

Briefly, the above discussion showed that Participant A and his SMT members were inconsistent in following the SMP model, and this made them inconsistent in the implementation of the SMP. This confirmed the research problem of this study. Differently, both Participants B and C did not implement the SMP, and they also did not follow any SMP model. Hence, Participant B indicated that *“[w]e request to be trained about the*

implementation of the SMP and its models". Participant C confirmed this by saying: "*In order to implement this SMP and to follow its model, we need to be trained about all these*". As such, these two participants regarded lack of training as the source of their failure to implement the SMP. In other words, lack of training had contributed to these two participants and their SMTs to be unable to implement the SMP following a model; and this had also contributed to these SMTs to be unable to follow SASA. It can be assumed that even Participant A and his team were following the SMP model inconsistently due to lack of training. Similar findings were made regarding the impact of the SMP.

B. The impact of the strategic management process

Louw and Venter (2006:20), as cited in Chapter 2, state that the SMP contributes towards effective and efficient school management. In turn, effective and efficient school management contributes towards quality education (Thurlow *et al.*, 2003:17). This implies that implementation of the SMP impacts positively towards effective and efficient school management, which, in turn, impacts positively towards quality education. All three interviewed participants did not realise the impact of the implementation of the SMP on school management and quality education.

In the above context, Participant A mentioned that they were not regular in the implementation of the SMP because they "*interchanged it with planning, and ... started implementing it two years ago. It is not possible to realise the impact of the SMP in our management and education of our learners*". This was also echoed by Participant B, who said that as they did not implement the SMP in School B, "*we never realised any impact of the SMP on our school management and the education of our learners*". At the very same token, Participant C stressed that "*we did not implement SMP at our school, so we did not realise its impact*".

However, all three participants emphasised that their SMTs needed to be trained on the implementation of the SMP in order to realise the impact of the implementation of the SMP on school management and quality education. In this regard, Participant A stressed the following:

Sir, in my team, I am the only one who has received training about the implementation of the SMP, even though it was not in detail. But all other members of my team did not receive any training. So, I request a full training for all SMT members at our school.

Similarly, Participant B stated that *“it will be very good if all the SMT members at our school can be trained about this implementation of the SMP at our school”*. This was also repeated by Participant C when he appealed that *“it seems as if the implementation of the SMP will benefit the whole school, so I appeal to the Department of Education to train all the SMTs about this SMP implementation in our schools”*. As such, all three participants regarded training as important to the proper implementation of the SMP, in order to realise its benefit on their school management process and the education of learners. The above issues are further explored in the interpretation of these themes and findings, below.

4.3.2 Interpretation and discussion of the themes

Creswell and Clark (2018:216) state that through interpretation, the researcher seeks to interpret the meaning of the findings. Furthermore, interpretation is done to find the meaning of the findings as related to the research problem, research questions and the literature (Creswell and Clark, 2018:216). In this sense, the interpretation, in this phase, was done by examining the themes through two folds, namely: to interpret whether the interview questions were answered and whether the research problem of this study was confirmed or denied. This was done in the context of the literature review as discussed in Chapter 2 of this research study.

4.3.2.1 The themes as related to the interview questions

It needs to be remembered that the interview questions were formed from the unclear, surprising and unacceptable (dubious) quantitative results. The purpose of doing this was to ensure that this qualitative phase (as phase two of the mixed methods research study) could explain the results of the quantitative phase (as phase one of the study). The answers that were provided by the three participants were thus interpreted to see whether they addressed the unclear, surprising and unacceptable quantitative results (Creswell

and Clark, 2018:211). In this regard, I interpreted the responses of the interview questions in relation to the themes as the basis of the thematic analysis employed in this qualitative phase.

A. Theme 1 vis-à-vis interview question 1

The interview question that informed theme 1 was: How do some SMT members achieve their school's vision and mission statements through planning the activities of their schools without formulating strategies? All participants responded by saying that they used planning to achieve their school's vision and mission. The literature reviewed in Chapter 2 and the analysis of this theme indicated that this is incorrect, as planning determines vision and mission, whereas strategy leads to the achievement of the vision and mission. Therefore, the participants showed confusion between strategy and planning. These three participants thus answered the interview question related to strategy and planning with confusion. Simply, these SMT members were unable to differentiate between the usage of strategy and that of planning in their school management process, hence some SMT members mistakenly indicated planning instead of strategy to be the method that helped them to achieve their mission and vision. This also reflected a lack of understanding and knowledge.

B. Theme 2 vis-à-vis interview questions 3 and 4

The third and fourth interview questions were associated with theme 2. The third question was: How could some SMT members follow the emergent approach without following any SMP model? In this case, the focus was on Participant A, who inconsistently implemented the SMP following a model. On the other hand, both Participants B and C did not implement the SMP or follow an SMP model. As such, there was no way these latter participants could follow the emergent approach. This was in contrast with Participant A.

Earlier, in the analysis section, it was revealed that Participant A and his SMT members followed the emergent approach. They did this by changing strategies within a very short time (annually); thus, they formulated strategy as "a result of trial, repeated experimentation and small steps forward" (Lazenby, 2018:11). However, it was determined that they were inconsistent in following the SMP model; therefore, they were

also inconsistent in following the emergent approach. Simply, through intuition, they followed the emergent approach inconsistently. Conversely, Both Participants B and C did not follow the emergent approach as they did not implement the SMP and did not follow any SMP model. As such, these three participants did not have enough understanding and knowledge to answer the above interview question. In other words, these participants showed a lack understanding and knowledge when responding to the above interview question. This notion also surfaced with interview question 4.

In line with theme 2, the fourth interview question, which was also related to this theme, was: How do some SMT members implement the SMP as a contingent and perennial process without following any SMP model? In this regard, more focus was also put on Participant A and his SMT members, due to their implementation of the SMP in School A. Earlier, in the qualitative data analysis, it was mentioned that Participant A and his team members managed to implement the SMP as a contingent process, but not as a perennial process. This shows that they followed the SMP model inconsistently; hence, they inconsistently implemented the SMP as both a contingent and a perennial process. On the very same point, Participants B and C did not implement the SMP and they also did not follow any SMP model; therefore, they did not implement the SMP as a contingent and perennial process. In other words, these three participants did not understand what was meant by contingent and perennial process; and they did not have knowledge of how to make the SMP a contingent and perennial process by following an SMP model. These participants thus answered this interview question with a lack of understanding and knowledge. This lack of understanding and knowledge was the result of lack of training, to be discussed below.

C. Theme 3 vis-à-vis interview questions 2 and 5

Theme 3 was drawn from interview questions 2 and 5. Interview question 2 was: How could some SMT members implement the SMP without following any SMP model. It was indicated earlier in this chapter that only Participant A implemented the SMP following a model. Both Participants B and C did not implement the SMP and did not follow any SMP model. In this regard, the focus was on Participant A.

Participant A and his SMT members followed some SMP model phases, even though they were not aware of this. In Chapter 2, it was shown that in Lazenby's SMP model (2018:9), there are four phases, namely: strategic direction and environmental analysis, strategy formulation, strategy implementation, and strategy control/evaluation. In line with this, Participant A mentioned that they followed three of these steps: strategy formulation, strategy implementation and strategy control. In other words, they did not start with strategic direction and environmental analysis, as the model requires. According to authors such as Ketchen and Short (2018:1) and Lazenby (2018:8), the manager ought to start with strategic direction and environmental analysis before embarking on strategy formulation. This is one of the most important and core phases of the model, and it cannot be ignored in the implementation of the SMP. As such, Participant A and his SMT members did not follow the SMP model properly; thus, they followed the SMP model inconsistently, without undertaking the first step of the model. However, Participants B and C did not implement the SMP and they also did not follow any SMP model. As mentioned earlier, in the analysis section, these three participants requested to be trained on this. These three participants did not have training to implement the SMP by properly following an SMP model. As such, they lacked training to respond properly to the above interview question. This notion was also shown in relation to interview question 5.

Theme 3 was also drawn from the fifth interview question, which was: How do some SMT members fail to realise the impact of the SMP on their school management and the education of learners. During the qualitative data analysis, earlier in this chapter, it was mentioned that all three participants did not realise the impact of the SMP on their management and on learners' education. Participant A did not realise this impact as his SMT was not consistent in the implementation of the SMP. Participants B and C did not realise this impact as they did not implement the SMP in their schools. According to all three these participants, they were not trained to implement the SMP, hence they did not implement it or they did not implement it properly. As a result, they either relied on the core management task of planning or on the framework of the SDP and SIP supplied by the district personnel. The above reasons are why these SMT members did not realise the impact of the SMP on their school management and on the education of their learners.

Therefore, these three participants lacked training to respond properly to the above interview question.

Briefly, throughout the above interpretation of the findings, it was shown that the three participants interviewed in this qualitative phase were confused, lacked understanding and knowledge, and lacked training in order to adequately respond to the five interview questions. These are the reasons why the SMTs of these participants did not implement the SMP consistently and appropriately. Thus, the above notion confirms the research problem of this study, as discussed in the next section.

4.3.2.1 The research problem

In Chapter 1, it was mentioned that the research problem of this study was the inconsistent and inappropriate implementation of the SMP by SMTs in the historically disadvantaged public secondary schools in Motheo District. In this regard, Participant A confirmed the above research problem, in the sense that his SMT interchanged strategy formulation with planning to achieve the mission and vision of their school. In addition, his SMT did not follow all four phases of the SMP model when implementing the SMP. As such, Participant A and his SMT implemented the SMP inconsistently. This inconsistent implementation of the SMP may have been the result of the whole SMT not being trained properly on how to implement the SMP.

In cognisance of the above, Participants B and C did not implement the SMP and they did not follow any SMP model. Hence, they responded to the questions in the qualitative phase with little understanding of the terminology used in the questions, and also with little knowledge of the link and relation among the concepts employed in the interview. It can thus be contended that all these were caused by lack of training. By implication, this also confirmed the research problem of this study, in the sense that these participants did not implement the SMP, as is expected from them as public managers of public organisations. In conclusion, confirmation of the research problem of this study validates this problem to be true, and it also certifies that this problem exists in the historically disadvantaged public secondary schools in Motheo District. I will conclude this chapter by summarising the crucial elements..

4.4 Conclusion

In this chapter, it was shown how data were analysed and how the findings were interpreted, in both phases of this mixed methods study. The data collected from these 130 members were analysed through an SPSS software programme, and only descriptive statistical analysis was employed. The focus was on the frequencies, percentages and modes, and all these informed the presentation and interpretation of data and the quality assurance discussed in this section. In this context, the analysed data showed that 84 (64.6%) sampled SMT members formulated strategy when planning the future activities of their secondary schools, while 46 (35.4%) only planned these activities. In addition, 72 (55.4%) sampled SMT members implemented the SMP in their secondary schools, but 58 (44.6%) did not implement the SMP. This was also the case with the consistent implementation of the SMP, where 72 (55.4%) sampled SMT members consistently implemented the SMP and 58 (44.6%) did not.

Furthermore, 72 (55.4%) sampled SMT members appropriately implemented the SMP, while 58 (44.6%) did not. Thus, 72 (55.4%) sampled SMT members consistently and appropriately implemented the SMP in their historically disadvantaged public secondary schools. The problem of this study, however, was the 58 (44.6%) sampled SMT members who did not implement the SMP consistently and appropriately, hence this problem being addressed. Briefly, the above quantitative results confirmed the research problem of this study, which was the failure of the SMTs to implement the SMP properly (58 out of 130 sampled SMT members). At the end of this phase, I identified five quantitative results that had to be explained by phase two of this study – the qualitative phase. In this sense, these five dubious quantitative results informed the semi-structured interview which was employed as instrument of data collection in phase two – the qualitative phase.

In qualitative phase, I selected three participants based on three attributes realised in the quantitative results. The data collected from the three participants showed five categories and three themes. Through these categories and themes, I employed thematic analysis. The findings that were deduced from this thematic analysis were: all three participants were unable to differentiate between strategy and planning; all three participants did not

have the required understanding and knowledge to respond to the interview questions; and all three participants were not properly trained to implement the SMP in their respective schools. As such, these three findings contributed to the research problem of this study. This point is explored further in the next chapter, Chapter 5.

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CHAPTER 5: DISCUSSION, OVERVIEW, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In Chapters 1 and 2, it was mentioned that this study is a mixed methods research study, whereby the explanatory sequential design was followed. This design has two phases that sequentially follows each other, and these phases ought to be integrated to make one study. Thus, the quantitative phase (as phase one of the study) has to be integrated with the qualitative phase (as phase two of the study) to form one mixed methods research study. In this regard, in the previous chapter, Chapter 4, I presented the analysis of the data collected from the questionnaire and face-to-face semi-structured interviews. The two methods used to analyse these data were descriptive statistical analysis and thematic analysis, respectively. These two different analysis methods produced two different sets of findings which were also presented separately in Chapter 4. In order to produce one set of findings for this study as a whole, the discussion in this chapter focuses on the integration of the main different findings from the quantitative and qualitative phases. In addition, an interpretation of these findings as related to the aim and primary research question of this study is presented. This is done as the summary of the main findings of this study. This is followed with recommendations to explain some strategies for creating solutions to the inconsistent and inappropriate implementation of the SMP by SMTs, and recommendations for further research. Lastly, the significance and contribution of the study are discussed.

5.2 Discussion of Integrated Findings

Creswell and Clark (2018:220) argue that “integration is the centrepiece of mixed methods research” as it “distinguishes mixed methods from other methodologies that do not highlight the mixing of the database”. In other words, integration is the most important

and a compulsory stage of mixed methods research. In this regard, Clark and Ivankova (2016:122) emphasise that in the explanatory sequential design, integration happens in two stages of the research study: 1) when the two phases are connected after completion of the quantitative phase and beginning of the qualitative phase; and 2) when the results from both phases are interpreted together. The first stage of integration was done in Chapter 4, where the five dubious results of the quantitative phase were used to inform the questions of the face-to-face semi-structured interviews for the qualitative phase. This integration was also done when the three participants of the qualitative phase were selected from the 130 participants of the quantitative phase.

Before discussing the second stage of integration, it needs to be emphasised that as this was a mixed methods research study, all the research methods employed in both quantitative and qualitative phases were methods of this one study. As such, the systematic sampling and purposive sampling employed form one sampling method known as sequential mixed methods sampling, which was the method employed in selecting participants in this study (Creswell and Clark, 2018:183). Also, the questionnaire and face-to-face semi-structured interview form one data collection method known as sequential data collection, which was the method of data collection employed in this study (Maree, 2016:35). Lastly, descriptive statistical analysis and thematic analysis form one data analysis method known as sequential mixed data analysis, and this was the method of data analysis employed in this study (Teddlie and Tashakkori, 2009:274). In this context, the main findings of both phases ought to be integrated, as the second stage of integration, to form one set of findings for this study.

The quantitative phase, which was phase one of this study, tested the inconsistent and inappropriate implementation of the SMP by SMTs in the historically disadvantaged public secondary schools (in Motheo District). In addition, the qualitative phase, which was phase two of this study, explained the dubious results of the quantitative phase. In this sense, the findings of these two phases ought to be integrated. As such, the intention of integration, according to Creswell and Clark (2018:222), is to connect “*the qualitative data and results to explain the quantitative results*”. The form of integration I employed was explanation of the data (Creswell, 2015:83; Leavy, 2017:172). Therefore, in this study,

the quantitative phase had priority as the emphasis and focus was on quantitative data collection and analysis, while the qualitative phase focused on explaining the quantitative results (Clark and Ivankova, 2016:41; Ivankova, Creswell and Sticks, 2006:9). In this regard, the discussion below begins with the quantitative findings, and, where necessary and relevant, these findings are further explained by the qualitative findings.

5.2.1 Implementation of the SMP

According to the findings of the quantitative phase, in order to achieve the mission and vision of their schools, 84 (64.6%) participants agreed that they formulated strategies, while 46 (35.4%) participants planned the activities of their schools. The latter statement was dubious in the sense that planning determines mission and vision, but does not lead to the achievement of mission and vision. This dubious finding was explained by the qualitative phase findings, where it was found that the three participants were unable to differentiate between strategy and planning. There was thus confusion on how to use these two management activities, to the extent that these participants regarded them to be similar and that they could be used in a similar way. Similarly, it can be concluded that the above 46 (35.4%) participants were also unable to differentiate between strategy and planning in their response to this question of the questionnaire in the quantitative phase. In other words, they were unable to differentiate between strategy formulation and planning school activities. Hence, these 46 (35.4%) participants regarded planning as the management activity that leads to the attainment of the mission and vision of their schools. This opposes Du Toit *et al.* (2007:47) and Hill *et al.* (2017:4), who mention that planning determines mission and vision, while strategy leads to the achievement of mission and vision. Furthermore, strategy formulation is the most fundamental phase of the SMP (Lazenby, 2018:10) and if not well understood may affect the implementation of the SMP negatively. Therefore, this confusion among participants affected the implementation of the SMP negatively. Briefly, 84 (64.6%) participants formulated strategies in their schools, but 46 (35.4%) participants did not. It may be that they were confused by this type of question in the questionnaire in the quantitative phase. This shows that these participants were not trained to implement the SMP; and this was also realised in the next point.

In line with the above discussion, the quantitative phase findings showed that 72 (55.4%) participants implemented the SMP by following a model. In contrast, 58 (44.6%) participants either implemented the SMP without following any SMP model or did not implement the SMP at all. The concern of this study was the participants who did not implement the SMP and thereby did not follow any model. This was dubious as it was not in line with authors such as Ferlie and Ongaro (2015:1), Hansen and Ferlie (2016:2) and Lazenby (2018:8), who emphasise that any public organisation, including schools, is required to follow an SMP model to implement the SMP properly. As such, the above dubious finding is explained by qualitative phase findings, where the three participants requested to be trained on implementing the SMP by following a model. In other words, these three participants were not trained to implement the SMP in their schools. As such, it can be concluded that the 58 (44.6%) participants from the quantitative phase also did not receive training to implement the SMP by following a model. This implies that lack of training had contributed to these participants, when responding to the question of the questionnaire in the quantitative phase, to respond by saying that they implemented the SMP without following a model. In short, on the one hand, 72 (55.4%) participants implemented the SMP properly in their schools. On the other hand, 58 (44.6%) participants were not trained to implement the SMP in their schools; as such, they either did not implement it properly or they did not implement it at all. This lack of training contributed to participants' lack of understanding and knowledge, to be discussed in the next section.

5.2.2 Consistent implementation of the SMP

One part of the research problem of this study was that some SMTs inconsistently implement the SMP at their secondary schools. The quantitative findings confirmed this problem, whereby 58 (44.6%) participants implemented the SMP inconsistently. However, 72 (55.4%) implemented the SMP consistently. The former quantitative phase findings was dubious in the sense that some of the participants in that number (58) indicated that they implemented the SMP by following the emergent approach, yet without following an SMP model. Additionally, some of these participants indicated that they implemented the SMP as a contingent and perennial process, yet also without following

an SMP model. These two cases are in contrast with the notion mentioned by authors such as Ferlie and Ongaro (2015:4) and Lazenby (2018:8), who stress that public organisations like schools ought to follow an SMP model in order to implement the SMP by following the emergent approach, and also by making the SMP a contingent and perennial process. This dubious finding was explained by qualitative phase findings. These findings showed that the three participants interviewed did not understand what was meant by emergent approach and contingent and perennial process. Therefore, these three participants did not know how to implement the SMP by following the emergent approach, and they also did not know how to make the SMP a contingent and perennial process. Simply, these three participants did not understand the questions of the interview related to this: they did not know how to follow the emergent approach and how to make the SMP a contingent and perennial process. In other words, this showed a lack of understanding and knowledge of the questions asked. This was probably also the case with the 58 (44.6%) participants in their response to these related questions of the questionnaire in the quantitative phase. These participants did not have the understanding and knowledge of the questions asked and hence responded in a dubious manner. As indicated earlier, this lack of understanding and knowledge was caused by lack of training.

5.2.3 The impact of the SMP

The findings of the quantitative phase showed that 72 (55.4%) participants agreed that the SMP had an impact on their school management and quality education. Conversely, 58 (44.6%) participants disagreed that the SMP had an impact on their school management and quality education. This result was dubious in the sense that Louw and Venter (2006:20) and Thurlow *et al.* (2003:112) state that the SMP has an impact on school management and quality education. To explain this dubious finding, the three participants were interviewed in the qualitative phase. Results here showed that some of these participants did not implement the SMP properly by following a model and others did not implement the SMP at all. This is why they could not realise the impact of the SMP on their school management and quality education. As a result, these three participants revealed that they needed to be trained so that they could implement the SMP properly

in their schools. In other words, lack of training contributed to these participants being unable to implement the SMP and to realise its impact. As such, it can be assumed that the 58 (44.6%) participants who disagreed about the impact of the SMP were also not trained to implement the SMP, hence they did not realise its impact on their school management and quality education provided to their learners. This explains why these 58 (44.6%) responded to the questions of the questionnaire in the quantitative phase by saying that they did not realise the impact of the SMP. In summary, 72 (55.4%) participants realised the impact of the SMP on their school management and quality education. Contrarily, 58 (44.6%) participants, as they had not been trained to implement the SMP, could not realise the impact of the SMP on their school management and quality education to be delivered to the learners.

Taking cognisance of the above discussion, the focus was on explaining, through the qualitative findings, the quantitative findings that were dubious. This was done through integration so that the dubious quantitative results could be understood in the context and focus of this study. In this sense, not all important main quantitative findings were presented in this section, as some of these findings were clear and fitted in the context of this study. As such, there was no need to explore them further to be explained in the qualitative phase. Hence, the discussion in the next section summarises all the main findings of this study, that is those integrated above and the ones which were clear and needed no further explanation.

5.3 Summary of the Main Findings of the Study

The main findings of the whole study were mostly synthesised from the quantitative phase, as this phase was the priority of this study and the qualitative phase was employed to explain the dubious results of the quantitative phase. In this context, these main findings were the main findings of this mixed methods research study. In addition, these main findings are regarded as the main findings based on the primary and secondary research questions of this study, that is as the answers to the research questions of the study. In addition, it was through these main findings that the aim and objectives of this

study were assessed, thus whether the aim and objectives of this study, as mentioned in Chapter 1, were achieved or not.

It needs to be remembered that the total number of SMT members who participated in the quantitative phase was 130. Therefore, the numbers given below in this summary were drawn from this total. This study showed that 84 (64.6%) participants used strategies to achieve their school's mission and vision, while 46 (35.4%) participants were unable to differentiate between strategy and planning and were confused by this question. The majority of the sampled SMT members thus formulated strategies in their schools. Regarding the SMP, 113 (86.9%) participants knew about the SMP, but only 72 (55.4%) implemented the SMP by following an SMP model at their secondary schools. This implies that 58 (130 - 72) (44.6%) participants were not trained to implement the SMP; hence, they did not implement the SMP properly by following a model or did not implement the SMP at all. This finding shows that the majority of the sampled SMT members implemented the SMP by following an SMP model.

The above majority of the participants who implemented the SMP by following the model were also the majority of the participants who consistently implemented the SMP in their secondary schools. Thus, 72 (55.4%) participants implemented the SMP consistently, whereas 58 (44.6%) participants either did not implement the SMP consistently or did not implement the SMP at all. This latter number of participants did not have the required understanding and knowledge to implement the SMP consistently. In addition, 72 (55.4%) participants implemented the SMP in appropriate school settings and thus implemented the SMP appropriately. However, 58 (44.6%) participants either did not implement the SMP in appropriate school settings or did not implement the SMP at all. Briefly, 72 (55.4%) sampled SMT members were able to implement the SMP consistently and appropriately. In contrast, 58 (44.6%) sampled SMT members confirmed the research problem of this study, as they inconsistently and inappropriately implemented the SMP.

In conclusion, 72 (55.4%) participants realised the impact of the SMP on their school management and quality education. But 58 (44.6%) participants, as they did not implement the SMP, did not realise the impact of the SMP on their school management and quality education to the learners. As this latter number of the participants were not

trained to implement the SMP, they were also not trained to realise the impact of the SMP on their school management and quality education. As such, training of all SMTs to implement the SMP by following an SMP model is one of the recommendations to be made by this study, in the sections to follow. I will now use these main findings to assess whether the aim and objectives of this study had been attained.

5.4 The Primary Research Question and Aim of the Current Study

Four of the five secondary research questions were answered by the findings in the quantitative phase. Furthermore, it was mentioned at the interpretation of this phase that the fourth secondary research question (no 4) and the primary research question were to be answered by the integrated findings of both quantitative and qualitative phases. In this regard, the fourth secondary research question was: How can these SMT members consistently and appropriately implement the SMP? The answer to this question is related to the fourth objective (no 4) as mentioned in Chapter 1. Thus, these SMT members ought to adopt an SMP model that will enhance the consistent implementation of the SMP; and they also need to allocate sufficient resources that will enable the school settings to change in order to be appropriate for the implementation of the SMP. In other words, 58 (44.6%) sampled SMT members ought to adhere to this fourth objective of this study in order to consistently and appropriately implement the SMP in their secondary schools. In this regard, the above 58 (44.6%) sampled SMT members correspond with the main research problem of this study.

The research problem of this study was the inconsistent and inappropriate (failure) implementation of the SMP by SMTs in the historically disadvantaged public secondary schools in Motheo District. From this, the primary research question of the study was formulated, which was: How is the implementation of the strategic management process by school management teams in historically disadvantaged public secondary schools in Motheo District? In response to this primary research question, the findings showed that out of the 130 (N = 130) sampled SMT members, 72 (55.4%) managed to implement the SMP consistently and appropriately, while 58 (44.6%) did not have the understanding, knowledge and training to implement the SMP consistently and appropriately. As

mentioned earlier, this latter number of participants corresponded with the research problem of this study.

To address the research problem, the aim of the study was to explore the implementation of the strategic management process by school management teams in historically disadvantaged public secondary schools in Motheo District. In other words, the aim of this study was directed to the 58 (44.6%) sampled SMT members who did not implement the SMP consistently and appropriately. Thus, the recommendations to be made in this study are directed to this latter number of SMT members.

5.5 Recommendations

It is important to reiterate that the findings showed that the research problem of this study, the inconsistent and inappropriate implementation of the SMP, was caused by lack of training on how to implement the SMP. Consequently, this had manifested itself in the confusion, lack of understanding and lack of knowledge of the questions asked during data collection. With regard to the research problem, its cause and the manifestations, it is recommended that the following be undertaken.

5.5.1 Policy adoption

The DBE ought to adopt a policy that deals directly with the implementation of the SMP by SMTs in secondary schools. This policy ought to stipulate clearly the roles of the district, the satellite office, the SGB and the SMT in the implementation of the SMP. The focus of the district personnel and the satellite office personnel ought to be on training SGBs and SMTs on how to implement the SMP in their schools. The focus of the SGB ought to be on the allocation of school resources to ensure the implementation of the SMP. Lastly, the focus of the SMT ought to be on the consistent and appropriate implementation of the SMP, and also to clarify the procedures to be followed when implementing the SMP in the school. Lastly, the policy of the DBE needs to enforce that each structure mentioned above ought to adopt its own policy on the implementation of the SMP. This policy adoption by the DBE will ensure that the implementation of the SMP is enacted through the law, whereby it will be unlawful to ignore the implementation of the

SMP in schools. In addition to policy adoption, the DBE ought to ensure that SMTs are properly trained to implement the SMP.

5.5.2 Training of SMT members

It was mentioned in the findings that one of the causes of the research problem of this study was the lack of training to implement the SMP by following an SMP model. The DBE thus ought to appoint experts in the SMP field so that these experts may train each SMT at its own school on how to implement the SMP at that particular school, thereby taking into consideration each school's environmental conditions. After training has been done, these experts ought to make follow-up visits on how each SMT had implemented the SMP in its school; and, where necessary, to provide retraining to SMTs and to encourage proper recording and filing of all the procedures followed when implementing the SMP. In this regard, this training will eradicate confusion, lack of understanding and lack of knowledge among SMTs, and it will also eradicate the inconsistent and inappropriate implementation of the SMP by SMTs in these historically disadvantaged public secondary schools.

5.5.3 Adoption of an SMP model

It is also recommended that each SMT in each historically disadvantaged public secondary school adopt an SMP model. This model should have four or more phases, as prescribed by Lazenby (2018:9). The phases of this SMP model should include strategic direction and environmental analysis, strategy formulation, strategy implementation and strategy control and monitoring. The SMP model will help SMTs to implement the SMP consistently.

5.5.4 Allocation of more resources

In Chapter 2, it was mentioned, in relation to the RBV, that schools ought to be allocated more resources in order to implement the SMP. In this regard, it is recommended that Motheo District ought to allocate more resources to the SGBs and SMTs of historically disadvantaged public secondary schools. This will help to change the school settings. These school settings need to promote self-management by schools, performance based

on budget and a market-like environment. In this case, these school settings will be able to accommodate the implementation of the SMP, that is the appropriate implementation of the SMP. Furthermore, the increased resources will also improve the schools' infrastructure, sport equipment, personnel and technological equipment. This will also improve the settings of the schools. In addition, the above improvements will attract more learners to enrol at these historically disadvantaged public secondary schools – creating competitive advantage. Thus, these secondary schools will have more advantage to perform better because of changed and improved school settings. According to the literature reviewed in Chapter 2, these changed school settings are appropriate for the implementation of the SMP. In short, allocation of more resources will change and improve the school settings of the historically disadvantaged public secondary schools, and these settings will be appropriate for the implementation of the SMP.

It is the understanding of this study that the abovementioned and discussed recommendations, if followed and applied properly, will ensure that the historically disadvantaged public secondary schools will implement the SMP consistently and appropriately. Following are the recommendations for further study.

5.6 Recommendations for Further Study

Further research is needed on how to align the implementation of the SMP with the implementation of other school management processes such as the SDP and SIP in a school setting. These processes ought to supplement each other to improve and enhance SMTs' quality management, teachers' quality teaching and learners' quality learning. Research is also needed on how to assess the impact of the SMP on school management and quality education, that is to create an assessment tool for assessing this impact. Lastly, this study revealed that there must be enough resources to change the school setting to be appropriate for the implementation of the SMP. Further research is therefore needed to determine which and how many resources are needed to enable the change of the school setting. The above recommendations do not imply that the current study has no value in the research fraternity. As such, the study closes with a discussion on the significance and contribution of the study.

5.7 Significance of this Study

This study is valuable to educational management since it sought an understanding of the implementation of the SMP by SMTs in historically disadvantaged public secondary schools in Motheo District. In line with the above statement, this study makes one major contribution. This major contribution is the recommendation of solutions to the problem of inconsistent and inappropriate implementation of the SMP by the SMTs. These recommended solutions will transform SMTs of the previously disadvantaged public secondary schools to implement SMP consistently and appropriately. At the end of this study, brief overview of the whole study will be discussed in the next and last section of this chapter.

5.8 Summary and Conclusion

The aim and purpose of the study was to explore the implementation of SMP by SMTs in the previously disadvantaged public secondary schools in Motheo District. As such, the research problem of this study was the inconsistent and inappropriate implementation of the SMP by SMTs in previously disadvantaged public secondary schools in Motheo District. In order to address this problem, a mixed methods research approach was undertaken, and explanatory sequential design was followed. In this regard, sequential mixed method sampling was employed to select participants. Again, sequential data collection was employed to collect data; and, lastly, sequential mixed data analysis was employed to analysis the data collected in the whole study. The results deduced from both quantitative phase and qualitative phase were integrated to form the findings of the whole study.

Taking cognisance of the above, the findings showed that majority of the SMTs in Motheo District implemented the SMP in their schools. On the contrary, the minority of the SMTs in Motheo District either did not properly implement the SMP or did not implement the SMP at all. Hence, it was important for this study to make recommendations to address the problem of this minority. It was therefore recommended that the DBE ought to adopt policy that may enforce the implementation of the SMP in schools. It was also

recommended that all SMTs ought to be fully trained and monitored on how to implement the SMP. A third recommendation was that each SMT ought to adopt and follow an SMP model. Lastly, it was recommended that Motheo District, through SGBs, ought to allocate more school resources to schools, which may enable schools to change their settings to ones which are appropriate for the implementation of the SMP. It is the understanding of this study, as supported by literature reviewed in Chapter 2, that the above recommendations may inculcate consistent and appropriate implementation of the SMP by SMTs in these historically disadvantaged public secondary schools in Motheo District (in the Free State province).

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APPENDICES

Appendix A: Participant consent form

THE CONSENT FORM

Name of the school: _____

Date visited: _____ Time: _____

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): **Tebello Joseph Nthinya** _____

Signature of Researcher: _____ Date: _____

Appendix B: Ethical clearance certificate/letter (old and new)

A. OLD AND EXPIRED ETHICAL CLEARANCE CERTIFICATE

**UFS
UV**

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVERSITHI YA FREISTATA

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

04-JUNE-2019

Dear Mr Nthinya, Tebello TJ

Application Approved

Research Project Title:

The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools

Ethical Clearance number:

UFS-HSD20 19/ 0065/ 0406

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer

Chairperson: General/Human Research Ethics Committee

**Digitally signed by
Derek Litthauer**

Date:2019.06.05
10:43:59 +02'00'

B. RENEWED ETHICAL CLEARANCE CERTIFICATE



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

23-Nov-2020

Dear Mr Tshello Nthinya

Continuation/Report Approved

Research Project Title:

The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools

(Local) Clearance number:

UFS-HSD2019/0065/0406

We are pleased to inform you that the application to extend your ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

230 Ndeni Marula
D-14
Park West
Blenheim 9301
South Africa

P.O. Box 509
Blenheim 9320
Tel: 73 3021 40
0337
d.p.duplessis@ufs.ac.za
0849 851 5670



Adri Plessis

Appendix C: Permission from Free State Department of Basic Education

A.

Enquiries: KK Motshumi
Ref: Research Permission: TJ Nthinya
Tel: 051 404 9283 / 9207 / 079 503 4943
Email: k.Motshumi@fseducation.gov.za

education

Department of
Education
FREE STATE PROVINCE

TJ NTHINYA
31 Estoril
Emfulen iDrive
SE3
VAN DER BIJL PARK, 1911

Dear Mr Nthinya

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Topic: The implementation of the strategic management processes by the school management teams in historically disadvantaged public secondary schools.

List of schools involved: Albert Moroka, Bainsvlei, Dr Blok, Goronyane, Hodisa, Ikaelelo, Itokisetseng Bokamoso, Kgauho, Kgorathuto, Kopanong, Leratong, Metsimaphodi, Moroka, Mpatleng, Ntediseng, Phetogane, Popano, Qibing, Reamohetse, RT Mokgopa, Sediti, Sehunefo, Senakangwedi, Setjhaba se Maketse, Thapelong, Thato and Vulamasango Secondary schools.

Target Population: 27 Principals, 54 Deputy Principals and 162 Heads of Departments

2. **Period of research:** From date of signature until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.

3. The approval is subject to the following conditions:

3.1. The collection of data should not interfere with the normal tuition time or teaching process.

3.2. A bound copy of the research document or a CD, should be submitted to the Free State

Department of Education, Room 319, 3rd Floor, Old NNA Building, Charlotte Maxeke Street, Bloemfontein.

- 3.3. You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
- 3.4. The ethics documents must be adhered to in the discourse of your study in our department.
- 3.5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 14/05/2019

RESEARCH APPLICATION TJ NTHINYA PERMISSION EDITED 10 MAY 2019
STRATEGIC PLANNING, POLICY & RESEARCH DIRECTORATE
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte
Maxeke Street, Bloemfontein
Tel: (051) 404 9283 | 9221 Fax= (086) 6678 678

B.

Enquiries: KK Motshumi
Ref: Research Permission: TJ Nthinya
Tel: 051 404 9283 / 9207 / 079 503 4943
Email: k.Motshumi@fseducation.gov.za

education

Department of
Education
FREE STATE PROVINCE

District Director
Motheo District

Dear Mr Molo

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY TJ NTHINYA

The above mentioned candidate was granted permission to conduct research in your district as follows:

1. **Topic:** The implementation of the strategic management processes by the school management teams in historically disadvantaged public secondary schools.

List of schools involved: Albert Moroka, Bainsvlei, Dr Blok, Goronyane, Hodisa, Ikaelelo, Itokisetseng Bokamoso, Kgauho, Kgorathuto, Kopanong, Leratong, Metsimaphodi, Moroka, Mpatleng, Ntediseng, Phetogane, Popano, Qibing, Reamohetse, RT Mokgopa, Sediti, Sehunelo, Senakangwedi, Setjhaba se Maketse, Thapelong, Thato and Vulamasango Secondary schools.

Target Population: 27 Principals, 54 Deputy Principals and 162 Heads of Departments

2. **Period of research:** From date of signature until 30 September 2019. Please note the

department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

3. Research benefit: This proposed research study intends to offer suggestions and recommendations that will transform or change the traditional school management system to a new strategic management process system as prescribed by the new South African system of Education through South African Schools Act of 1996. The study will empower the school management teams to implement the strategic management process consistently and appropriately.
4. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education'
5. Strategic planning, policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 14/05/19

RESEARCH APPLICATION TJ NTHINYA PERMISSION EDITED 10 MAY 2019
STRATEGIC PLANNING, POLICY & RESEARCH DIRECTORATE
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte
Maxeke Street, Bloemfontein
Tel: (051) 404 9283 | 9221 Fax= (086) 6678 678

Appendix D: Letter of request to the principals and confirmation form

SECONDARY SCHOOL IN MOTHEO DISTRICT

P.O Box 845
Bloemfontein
9300

The Principal

Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT YOUR SCHOOL

I hereby request to be given a permission to conduct a research at your school. This research will be done on your school management team members only. It will be done in the form of gathering information. I must emphasize that participation by each member of the SMT is voluntary; and information collected will be treated as confidential. Each SMT member will be supplied with the consent form to fill, in order to show his/her formal consent to participate in this research. Again, this research will be conducted after school-tuition hours/ after school hours as prescribed by the department, but will be done at the school premises. Therefore, the researcher will arrange a proper time with the SMT members to undertake this research.

The gathering of information from SMT member will be done in tWO formats, namely:

- a). questionnaire – whereby written questions will be distributed to each member to answer;
- b). interview – whereby a set of questions will be asked verbally, face-to-face, to only one member of SMT (of the three schools selected), and this interview will be recorded; and

The following steps will be followed:

1. Distribute and explain a request to participate in this research,
2. Distribute and explain the consent forms to be filled by those who volunteered to participate,
3. Distribute and explain the questionnaires to the participants to answer,
4. Collect all the answers, and
5. Thanks all the participants and the principal.

I expect to take 30 minutes to complete all these steps. These steps will also be followed when undertaking a semi-structured interview and documentary analysis for qualitative phase; but the expected time to be spent is 50 minutes to each sampled SMT member.

My name is Tebello Joseph Nthinya. I was employed by Department of Basic Education for 25 years. Currently, I am self-employed. I am a student at the University of the Free State (UFS), and my student number is 2001097514. I am studying Masters degree in Educational Management and Leadership – with a focus on research (dissertation)

I hope and trust that you will find the above in order, and you will grant me this permission. You may contact me at this cell number 0793044849 or at this email address tjnthinya@gmail.com. You may also contact my study supervisor, Dr P. Larey, at this number 051 4013419.

Thank you

Yours faithfully

T.J Nthinya

AGREEMENT/CONFIRMATION BY THE PRINCIPAL

I _____ (full name of the principal)
confirm that I give Mr T.J Nthinya (the researcher) the permission to collect data from the SMT
members as requested above, as he has shown me the permission letter from the FREE STATE
DEPARTMENT OF EDUCATION.

Signed at: _____ (name of the
school) in _____ (name of the town/village/location)

Signature: _____ Date: _____

Appendix E: Letter to SMT members requesting participation in the study

MASTERS DEGREE IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

LETTER OF REQUEST TO PARTICIPATE IN THIS RESEARCH STUDY

TO WHOM IT MAY CONCERN

Sir/Madam

My name is Tebello Joseph Nthinya. I was employed by the Department of Basic Education for 25 years. I am currently self-employed. I am a student at the University of the Free State; whereby I am studying Masters degree in Educational Management and Leadership (focusing on research – dissertation).

As indicated above, my focus is on the research in Educational Management and Leadership. Then, the title of my research is *“The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools (in Motheo district)”*. Briefly, this research is all about the challenges of the school management teams (SMTs) to implement the strategic management process (SMP) in their schools, as required by the new South African education system. These challenges have led to the implementation of the

SMP to be inconsistent with the characteristics of its model(s), and also to be implemented in an inappropriate setting – not conducive school culture and climate. In short, this study seeks to address this problem of inconsistent and inappropriate implementation of SMP by SMTs in these schools.

As a member of SMT in your school, this problem may affect negatively your smooth management process of this school. In other words, it becomes difficult for you to change or transform the culture of this school, so that it is able to provide quality education to its learners. Therefore, I request/invite you to actively and genuinely participate in this research. Your participation in this research will help you (the participant) and me (the researcher) to seek a relevant solution to the above problem. This solution will be one of the factors that contribute to the South African education system to create value in education.

I hope and trust you will find this research to have a potential to change and transform your school. As such, you will actively and genuinely participate in this research by sparing your valuable time to answer the questions either in the form of questionnaire or/and semi-structured interview. If you have any query about this research, please feel free to contact me at this cell number 0793044849 or at this email address tjnthinya@gmail.com.

Thank you

Yours

T.J Nthinya (Mr.)

AGREEMENT/CONFIRMATION BY THE DEPUTY PRINCIPAL/HEAD OF THE DEPARTMENT

I _____ (full name of the deputy principal/head of the department) confirm that I give Mr T.J Nthinya (the researcher) the permission to collect data (by way of questionnaires/interview) from me as member of the SMT. I accept the conditions indicated above, and I voluntarily participate in this research study. Again, I agree that the researcher has shown me the letters that permit him to undertake this study, and these letters are from the school principal and the FREE STATE DEPARTMENT OF EDUCATION.

Signed at: _____ (name of the school) in _____ (name of the town/village/location)

Signature: _____ Date: _____

Signature: _____ (Researcher) Date _____

Appendix F: Quantitative phase questionnaire

RESEARCH QUESTIONNAIRE

THIS IS AN INFORMATION GATHERING METHOD FOR MASTERS DEGREE IN EDUCATIONAL MANAGEMENT AND LEADERSHIP – FOR A STUDENT AT THE **UNIVERSITY OF THE FREE STATE**. PLEASE BE AWARE THAT THE **FREE STATE DEPARTMENT OF BASIC EDUCATION** AND THE **HONOURABLE PRINCIPAL** OF THIS SCHOOL HAVE GIVEN THE RESEARCHER A PERMISSION TO CONDUCT THIS QUESTIONNAIRE AT THIS SCHOOL- TO THE **SCHOOL MANAGEMENT TEAM MEMBER (S) ONLY**.

RESEARCH TITLE: The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools (in Motheo District).

TO: HONOURABLE SMT MEMBER

Will you please answer the following questions to your best ability and knowledge. Please adhere to the instructions on each question.

PLEASE NOTE: * Please fill the CONSENT FORM before answering these questions.

This is just to give your consent to participate in this research.

- Participation in answering these questions is voluntary, but you are participating to help improve and change South African education system to be the best.
- Please do not write your name or your school's name in this questionnaire.
- Your participation will be highly valued as a form of gathering information about the title of this research.
- You may spend 10 to 15 minutes in answering these questions.
- When you are done, please hand over this questionnaire to the researcher or the principal.

1 OF 4

PHASE ONE – QUANTITATIVE PHASE

You will be asked 10 substantive questions. Please answer each question to your best ability and knowledge, in order to help the researcher to make a well informed findings and conclusion. Use this questionnaire as your answer sheet.

Please read the instruction on each question, and then answer as indicated.

1. Please answer by ticking with **X** on the relevant space provided (only one **X** per question).

1.1. Does your school have a vision statement? **YES ___/NO ___**

1.2. If YES, do you understand what is meant by this vision statement? **YES ___/NO ___**

1.3. If NO (in 1.1), do you think it is important for this school to develop
Its own vision statement? **YES ___/NO ___**

2. Please answer by ticki ng with **X** in the relevant space provided (only one **X** per question).

2.1. Does your school have mission statement? **YES ___/NO ___**

2.2. If YES, do the activities of this school support this mission statement?

YES ___/NO ___/I DON'T KNOW ___

2.3. If NO (in 2.1), do you think it is important for this school to develop
Its own mission statement? **YES ___/NO ___**

3. Please choose one answer by ticking with **X** on the space provided (one **X** per question).

3.1. When the SMT plan the annual activities of the whole school, does it _____

a). just plan the activities _____, **or**

b). embark on the strategy formulation _____

3.2. If it embarks on strategy formulation, does it follow proper process of

formulating a strategy? **YES ___/NO ___/I DON'T KNOW ___**

3.3. If it just plan the activities, then the SMT must change and embark on
the strategy formulation. **I AGREE ___/I DISAGREE ___/I DON'T KNOW ___**

4. Please answer by ticking with **X** in the relevant space provided (only one **X** per question).

4.1. Do you know what is meant by strategic management process?

I KNOW ___/I DON'T KNOW ___

4.2. If you know, does your SMT embark on this strategic management process?

YES ___/NO ___/I DON'T KNOW ___

4.3. If YES, does the SMT have a model to follow when embarking on
strategic management process? **YES ___/NO ___/I DON'T KNOW ___**

4.4. If YES, how frequent does the SMT use this model to embark on strategic
management process? Choose the correct answer by ticking – one only:

- a). very frequent (once per annum) _____
- b). frequent (once after two years) _____
- c). occasional (once after five years) _____
- d). rarely (once after ten years) _____
- e). never _____

5. *Does the strategic management process and its model followed recorded on the ___*

Choose by ticking the correct answer – only one.

- a) minutes of the SMT meetings _____
- b) Reports of the activities of the SMT _____
- c) Minutes of the staff meeting _____
- d) Note book of the principal _____
- e) Never recorded _____

6. *Please choose from the list provided. Just choose by ticking X on the space.*

6.1. In most cases, who is making the decision for the whole school?

- a). Principal alone _____
- b). Principal with the Deputy Principal(s) _____
- c). Principal, Deputy Principal(s) with some HODs _____
- d). The whole SMT members in a meeting _____
- e). The SMT members and staff members in a meeting _____

6.2. How often does the Motheo district personnel influence the decision taken by the school?

- a). Very frequent _____
- b). Frequent _____
- c). Occasionally _____
- d). Rarely _____
- e). Never _____

6.3. How often does Motheo district personnel involved in day-to-day activities of the school?

- a). Very frequent _____
- b). Frequent _____
- c). Occasionally _____
- d). Rarely _____
- e). Never _____

7. *Please answer by ticking with X on the relevant space provided (only one X per question).*

7.1. The finances provided by the Free State Department of Basic Education (FSDBE) depends on the number of learners enrolled at this school.

- a). Strongly agree _____
- b). Agree _____
- c). Neutral (not sure) _____
- d). Disagree _____
- e). Strongly disagree _____

3 of 4

7.2. The FSDBE provides financial/any incentives (rewards) to this school if it obtains 100 % pass rate at Grade 12 level.

- a). Strongly agree _____
- b). Agree _____
- c). Neutral (not sure) _____
- d). Disagree _____
- e). Strongly disagree _____

7.3. The FSDBE provides any/financial incentives to this school if it shows an Improvement (from 50%/60% to 80%/90%/100%) pass rate at Grade 12 level.

- a). Strongly agree _____
- b). Agree _____
- c). Neutral (not sure) _____
- d). Disagree _____
- e). Strongly disagree _____

8. *Indicate with X on the relevant bloc on each case.*

How do these institutions/organisations/companies threaten the existence or survival of this school?

institution/organization/company	Not a threat	Small threat	Adequate Threat	Strong Threat
----------------------------------	--------------	--------------	-----------------	---------------

a). Nearby secondary school(s)				
b). Nearby business organization(s)				
c). political organization(s)				
d). community organization(s)				
e). other public organisations				

9. What you must do in order to manage this school effectively and efficiently?

Choose only one answer by ticking with X

- a). Plan all the activities of the school _____
- b). Organise all the activities of the school _____
- c). Control all the activities of the school _____
- d). Embark on strategic management process _____
- e). Seek help from the Mothe distric personnel _____

10. What must you do to ensure that learners at this school receive quality education?

Choose only one answer by ticking with X.

- a). Increase tuition time _____
- b). Change the school curriculum _____

- c). Undertake extra-classes and studies _____
 - d). Apply corporal punishment regularly to discipline learners _____
 - e). Manage all the activities and resources of this school effectively and efficiently _____
- THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS RESEARCH ACTIVITY.

=====

Appendix G: Qualitative phase interview schedule

PHASE TWO: QUALITATIVE PHASE

SEMI-STRUCTURED INTERVIEW

This semi-structured interview is a data gathering tool for qualitative phase (phase two) of the mixed methods study. The purpose of this phase is to explain the points that are unclear, surprising and unexpected from the results of the quantitative phase (phase one) of this research study.

TO THE HONOURABLE SMT MEMBER: THE PRINCIPAL/THE DEPUTY PRINCIPAL/THE HOD

Introduction

This interview is undertaken for one purpose of gathering information for my research study in Masters Degree in Educational Management and Leadership. Please note that this is a follow up on the initial process of data gathering (quantitative phase – questionnaire), which was undertaken earlier this year (2019). I have discovered that there are some points that are unclear, surprising and unexpected in the results of this initial process. Now, with this semi-structured interview, I intend to explain these points that are unclear, surprising and unexpected in these results.

Please feel free to answer my questions to the best of your knowledge, ability and experience. You are also free to ask any question to the researcher or request the researcher to elaborate/clarify his question further. Please be aware that this semi-structured interview will be audio recorded. This audio recording is done for the purpose of enabling me to analyse the content of the responses, in order to draw the results from these responses and to interpret these results. Please allow me to start with this introductory interview.

1. Mr./Miss do you agree to participate voluntarily in this semi-structured interview? In other words, there is no person who has forced or promised you any rewards/incentives/bribe to participate in this semi-structured interview?
2. Mr./Miss do you agree that this semi-structured interview to be audio recorded? I assure you that I am the only person who will have access to this audio recorded data. Again, this audio recorded data will never be given or transferred to someone/organization/researcher/any entity in anyway. Lastly, the information given through this semi-structured interview will be used as data gathered for qualitative phase of my research study, and nothing more or less.
3. Please be aware that this interview will take less than 60 minutes depending on the pace and the types of responses given. Now, do you still agree to voluntarily participate in this semi-structured interview?
4. Now, let me get some personal information about:
 - a). the name and the place of your school,

- b). your position in this school,
- c). how long have you been in this position?
- d). do you enjoy being in this position?
- e). what is the benefit of occupying this position; and what is the main challenge of being in this position?

Thanks for responding to this introductory questions of this interview. Let us go to the really business (the body) of this semi-structured interview.

A. STRATEGY FORMULATION

1. If I am not mistaken, your school has vision and mission statement? Now, which one of the two management activities your SMT is using to attain your school's vision and mission statements? A). Planning –plan all the activities of the school.
B). Formulate strategies that will take this school to its future.

What is the reason for your SMT to use this management activity?

2. Through your own knowledge, what is the difference between plan and strategy?
3. **If you have chosen B in question 1:** - do you know how to formulate strategy?
 - **If yes**, please tell me how do you formulate strategy? What are the benefits of using strategy when embarking on school management process?
 - **If no**, are you prepared to learn strategy formulation in the future?
4. **If you have chosen A in question 1:** - how does your SMT ensure that it attain the vision and mission statements through planning?
 - Is there any particular reason for you SMT to use planning, instead of strategy?
 - What are the benefits of using planning in embarking on school management process?
 - Don't you wish to change from planning to strategy formulation? What is the reason for this?
5. **Tell me:** have you ever heard about strategic management process (SMP)? **If yes**, what is the main difference or similarity between strategy formulation and SMP?

B. STRATEGIC MANGEMENT PROCESS

6. What do you understand by SMP?
7. Does your SMT embark on SMP to manage the future of this school?
 - **If yes**, when did your SMT start implementing the SMP?
 - **If no**, what are you using to manage the future of this school? Is this working for your school? How does it work for your school? Is this endorsed in the policies of the Department of Basic Education? Do you know and have that policy document for this? Are you aware that the implementation of the SMP in schools is endorsed in SASA Act 86 of 1996? **If you know**, what are the reasons for failing to implement SMP? Now, what are you going to do about this issue? If you don't know, will you please study that document of SASA and inform your SMT members to implement SMP.

As the focus of this study is on SMP, please allow me to continue.

8. Does the SMP you are using have a model your school follows?

-If yes, how many phases or steps are there in this model?

-When you apply this model, do you follow all the steps sequentially (prescriptive approach) or you combine other related steps (emergent approach)?

-Is it important to use a model in order to implement SMP? What is the reason for your answer?

-Through your own understanding of SMP, is it possible to implement SMP without following a model? What is the reason for your answer?

If your SMT does not use a model to implement SMP:

-What are you using to implement SMP?

-Is this working to ensure the successful implementation of the SMP?

-How do you know that this that you are using is working?

-Do you know that if you follow SMP model you are guaranteed to implement SMP consistently? **If you know/ If you don't know, then you know**, what are you going to do about this issue?

C. CONSISTENT IMPLEMENTATION OF THE SMP

9. When you apply the SMP model, do you follow prescriptive approach or emergent approach to implement SMP? What is the reason for following this approach?

10. Since you have started using SMP, did you change and use other school management processes? If yes, which one is that? How did it work for your SMT. If no, what is the reason for your SMT to persist using SMP? Do you hope to change in the future?

11. How often do you review the implementation of SMP at your school? Do you review this implementation based on the change in the environment/community or you just review after a fixed period? What is the reason for this?

D. APPROPRIATE IMPLEMENTATION OF THE SMP

a). Self-managing school:

12. Who is making most of the decisions in this school?

13. Do the Motheo District personnel influence most of the decision taken by the school? Please tell me in which way?

14. How do the Motheo District personnel involve themselves in day-to-day school activity?

15. Does the interference of Motheo District personnel disturb the notion of self-managing school? Please tell me in which way?

b). Performance-based budget

16. Who is allocating funds for this school? How this is done? When do you normally receive these funds?

17. Does this allocation of funds depend on the number of learners enrolled at this school? Please give me the reason for that. How does this type of allocation affect the availability and maintenance of the school resources?

18. Does the Free State Department of Basic Education give incentives/rewards if the pass performance of this school improves? How does this impact on the future

- performance of this school?
19. Does your SMT embark on fund-raising activities/ projects? What are the expectations of the funders if they contribute their funds to this school? What is the impact of this on the performance of the whole school?
 - c). Market- like conditions
 20. Is there any competition between this school and the nearby secondary school(s)? What are you competing for?
 21. How do the community organisations influence the activities and performance of this school?
 22. Do the nearby business organisations/institutions influence the activities and performance of this school? Please tell me how they do this, and what is the impact on school performance?
 23. How do the political organisations influence the activities and performance of this school? What is the impact of this on this school's performance?
 24. Do these influences of these various organisations threaten the survival or the existence of this school? Please tell me how this school is affected by this threat. What your SMT is doing to minimize or do away with this threat?
 25. How does the implementation of the SMP at your school contribute towards:
 - a). School management, and
 - b). Learners' education/ quality education?
 26. What other changes or benefits have you realized at your school since you have implemented SMP and its model?
 27. Which school resources are lacking or not there at all that negatively affect the implementation of the SMP at this school?

CONCLUSION

Mr./Miss _____ we have come to the conclusion of this semi-structured interview. Do you have any question to the research in connection with this interview? If there is no question, I would like to thank you for the followings:

- a). to make time and avail yourself to participate in this semi-structured interview,
- b). for answering every question to your best knowledge, ability and experience, and
- c). for you noble intention of participating in this research study with a hope to reform the South Africa education system (through a research study).

I request you to help other researchers in their endeavor to make our education system to be the best for all of us. Please keep on doing your best in this position in order to advance and maintain quality teaching and learning at this school, until quality education is realized in this country. Again, Mr./Miss _____ thank you so much for your noble participation in this research study. Have a fruitful and prosperous year.

Appendix H: Letter of Approval – Title registration

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27 November 2018

APPLICATION FOR TITLE REGISTRATION

Applicant: Nthinya, TJ
Student Number: 2001097514
Discipline: Education Management
Study Code: EDML8900

Dear Dr Larey

Registered title: *"The implementation of the strategic management process by the school management teams in historically disadvantaged public secondary schools"*

Your application has been ACCEPTED,

All of the best to the student with the study.

Yours sincerely,
Prof M Mokhele Makgalwa
Chair: CTR committee

Ms CS Duvenhage
Secretary: CTR committee

Appendix I: Secondary schools in the Motheo District

LIST OF ALL QUINTILES 1 – 4 PUBLIC SECONDARY

SCHOOLS IN MOTHEO DISTRICT (ALPHABETIC ORDER)

This study regards all these public secondary schools as *historically disadvantaged public secondary schools* in Motheo District

Quintile 1: most poor

Quintile 2: better poor

Quintile 3: poor

Quintile 4: least poor

NAME OF THE SCHOOL & NO OF SMT MEMBERS	EMIS NO & QUINTILE NO	AREA/TOWN/LOCATION & PHONE/CELL NUMBER
1. Albert Moroka SS	443907314: 3	Thaba Nchu
2. Atlehang SS	440303261: 4	Bloem – Rocklands
3. Bainsvlei CS	440304187: 2	Biansvlei
4. Christian de Wet CS	441002116: 4	Dewetsdorp
5. Christian Liphoko IS	443907266: 3	Thaba Nchu
6. Commtech CSS	440303102: 3	Bloem-Philindaba
7. DR Blok SS	440304241: 4	Bloem-Heidedal
8. Goronyane SS	443907250: 3	Thaba Nchu
9. Hodisa TS	440303052: 3	Bloem-Rockland
10. Ikaelelo SS	440303032: 3	Bloem-Rockland
11. Itokisetseng Bokamoso SS	442607336: 2	Hobhouse
12. Kaelang SS	440304117: 4	Bloem-Rockland
13. Kagisho CSS	440303070: 4	Bloem-Phahameng
14. Kgauho SS	440602034: 2	Botshabelo-
15. Kgorathuto SS	440602053: 1	Botshabelo-M Section
16. Kopanong SS	440303251: 3	Bloem-Phase 3
17. Lereng SS	442607063: 2	Bloem- Rocklands
18. Lefikeng SS	440602046: 2	Botshabelo-U Section
19. Lekgulong SS	440304087: 4	Bloem-Rockland
20. Lenyora la Thuto CSS	440602122: 2	Botshabelo-H Section
21. Leratong SS	440602072: 1	Botshabelo-J Section

22.Lereko SS	440303011: 3	Bloem-Rockland
23.Louw Wepener CS	444802117: 4	Wepener
24.Mariasdal SS	443907249: 4	Tweespruit
25.Metsimaphodi SS	441002074: 3	Dewesdorp
26.Moemedi SS	440304045: 4	Bloem-Rockland
27.Moroka SS	443907241: 1	Thaba-Nchu
28.Mpatleng SS	440602121: 2	Botshabelo-T Section
29.Ntediseng SS	440602066: 2	Botshabelo
30.Ntemoseng SS	440602060: 3	Botshabelo-
31.Ntumediseng SS	440602090: 2	Botshabelo-N Section
32.Petunia SS	440304250: 4	Bloem-Heidedal
33.Phetogane SS	443907267: 3	Thab Nchu
34.Popano SS	440602047: 1	Botshabelo-A Section
35.Qibing SS	444802025: 1	Wepener
36.Reamohetse SS	440602059: 1	Botshabelo-E Section
37.Reutlwahetse SS	441207157: 2	Excelsior
38.RT Mokgopa SS	443907305: 3	Thaba Nchu
39.Sediti SS	443907254: 3	Thaba Nchu
40.Seemahale SS	440602075: 2	Botshabelo-K Section
41.Sehlabeng SS	442607323: 3	Ladybrand
42.Sehunelo SS	440304021: 3	Bloem-Batho Loc.
43.Senakangwedi SS	440602076: 1	Botshabelo-E Section
44.Setjhaba se Maketse CS	440602083: 2	Botshabelo
45.ST Bernards SS	440303187: 4	Bloem-Batho Loc.
46.Strydom SS	443907271: 2	Bloemfontein
47.Thapelong SS	444802125: 1	Vanstadensrus
48.Tlotlanang CS	443907273: 4	Thaba Nchu
49.Tsoseletso SS	440304121: 4	Bloem-Bloemanda
50.Tweespruit CS	441207290: 1	Tweespruit
51.Unicom ASS	441207290: 4	Tweespruit
52.Vulamasango SS	440304043: 3	Bloem-Phahameng

NOTE: – The above listing excludes **Thato Secondary School in Botshabelo**, which has recently been given the status of secondary school, so it falls outside the population and the research site of this study – as it is only 1 year old as a secondary school.

This implies: **52(1 x 52 = 52) principals; 104 (2 x 52 = 104) deputy principals** and **312 (6 x 52 = 312)HODs** = total number of **all SMT members** who are the population of this study is **468 SMT**

members from 52 Secondary schools in quintile 1 – 4 in the Motheo District (Free State Province) - as shown above.

Total number of secondary schools in quintile 1: 9 (17.3%) – exclude THATO SS

Total number of secondary schools in quintile 2: 13 (25%)

Total number of secondary schools in quintile 3: 16 (30.8%)

Total number of secondary schools in quintile 4: 14 (26.9%)

- Total number of secondary schools, as research sites, in quintile 1 – 4: 52 (64.2%) = **classified as historically disadvantaged public secondary schools in MOTHEO DISTRICT – excluding THATO SECONDARY SCHOOL**
- **NOTE:** It is important for the researcher to employ sampling method, as the population of the study is very huge – in quantitative phase, systematic sampling method was found to be the most suitable one and will be employed in this regard.
- Total number of secondary schools in quintile 5: 18 (22.2%) = **classified as rich secondary schools in MOTHEO DISTRICT**

Total number of all public secondary schools in MOTHEO DISTRICT: 70 + 1 – including THATO SS.

- Total number of **all independent secondary schools:** 11 (13.6%)

TOTAL NUMBER OF ALL SECONDARY SCHOOLS IN MOTHEO DISTRICT: 81 + 1 (including THATO SECONDARY SCHOOL)

Reference: Department of Basic Education –National Senior Certificate 2018 School Performance Report (2018:65-67)

Appendix J: Turnitin report



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This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Submission title: **THE IMPLEMENTATION OF THE S...**
File name: **TEBELLO_JOSEPH_NTHINYA.docx**
File size: **346.5K**
Page count: **124**
Word count: **53,472**
Character count: **286,218**
Submission date: **14-Jan-2021 11:56AM (UTC+0200)**
Submission ID: **1487367703**

ABSTRACT

The problem this study sought to address was the inconsistent and inappropriate implementation of the strategic management process (SMP) by the school management teams (SMT) in the historically disadvantaged public secondary schools in the Free State Province. This problem had a negative impact on the management of these schools, and ultimately has led to the education system to be unable to provide quality education to the learners in these schools.

In order to address the above problem, I undertook a mixed methods research (MMR) as my research approach. This MMR integrates quantitative methods and qualitative methods to form one research study. There are several research designs under this approach, and the one I chose to employ was the exploratory sequential design. This design was composed of two phases, namely: quantitative phase as the first phase and qualitative phase as the second phase. The purpose of employing qualitative phase as the second phase was to explore the dubious results of the quantitative phase. In this sense, quantitative phase was the priority in this study. Thus, in quantitative phase, I employed systematic sampling to select 23 secondary schools out of 56 historically disadvantaged public secondary schools. Out of these 23 secondary schools, the questionnaire, as the data collection tool, was administered to 180 SMT members. Additionally, I employed descriptive statistical analysis to analyse the data collected. Furthermore, in qualitative phase, three participants were selected out of 180 initially sampled SMT members. These three participants were selected based on the three traits shown by participants in quantitative phase. Face-to-face semi-structured interview was employed to collect data from these three participants. The data collected in this phase was analysed through thematic analysis. The findings of these two phases were integrated to form the findings of this study.

The findings of this study revealed that the majority of the sampled SMT members had consistently and appropriately implemented the SMP, while the minority of the sampled SMT members either did not implement the SMP inconsistently and inappropriately or did not implement the SMP at all. The concern of this study was the latter minority sampled SMT members who confirmed the existence of the above problem in these secondary schools. It was found that these members were unable to implement the SMP in their schools as they were not trained. The lack of training had exacerbated their own confusion, lack of understanding and knowledge on how to implement the SMP in their schools. As such, it was recommended that the Department of Basic Education (DBE) might to adopt a policy that deals directly with the implementation of the SMP. Again, DBE ought to train all the SMTs; each SMT ought to adopt SMP models, and each SMT ought to allocate enough school funds to address the issue of the consistent and appropriate implementation of the SMP.

THE IMPLEMENTATION OF THE STRATEGIC MANAGEMENT PROCESS BY THE SCHOOL MANAGEMENT TEAMS IN HISTORICALLY DISADVANTAGED PUBLIC SECONDARY SCHOOLS

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